DOCUMENT RESUME

ED 373 154 CE 066 935

TITLE	Open Doors Project: An Innovative Family Literacy Program. Final Report.
INSTITUTION	Harris Family Foundation, Inc., Huntsville, AL.
SPONS AGENCY	Department of Education, Washington, DC.; National Inst. for Literacy, Washington, DC.
PUB DATE	31 Jan 94
CONTRACT	X257A20282
NOTE	73p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Basic Education; Early Childhood Education; Enrichment Activities; *Family Programs; High School Equivalency Programs; *Homeless People; Innovation; *Intergenerational Programs; *Literacy Education; Models; Mothers; One Parent Family; Outcomes of Education; Program Development; *Program Effectiveness; Remedial Instruction
IDENTIFIERS	*Family Literacy

ABSTRACT

Open Doors is a family literacy program that was developed to provide basic literacy training and basic skills remediation for homeless single mothers who have not completed high school and developmental enrichment services for their infants and toddlers. Open Doors was designed to provide interventions to 30 families. The program featured innovative methods for recruiting families and provided various support services to nurture participants' progress. The Open Doors staff consisted of a full-time coordinator, five part-time staff members, and numerous volunteers and student interns. The project served more than 30 families who participated in the program, including 12 mothers who passed the General Educational Development (GED) test and another 11 who were within 5 points of passing the GED at the program's end. Ten mothers advanced three grade levels as measured by pretest/posttest scores. Open Doors cost a total of $120,345 of which $33,061 came from private foundation and community contributions and $88,303 came from the National Institute of Literacy. (Appendixes constituting approximately 75% of this document contain the logic model of the Open Doors program, key staff members' resumes, and project-related correspondence and publicity materials.) (MN)

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OPEN DOORS

...AN INNOVATIVE FAMILY LITERACY PROGRAM

ED 373 154

FINAL REPORT

OPEN DOORS PROJECT # X257A20282

SUBMITTED TO:

NATIONAL INSTITUTE FOR LITERACY

U.S. DEPARTMENT OF EDUCATION

WASHINGTON, D.C.

JANUARY 31, 1994

DR. ZOE ANN DAVIDSON
Program Evaluator

Dr. Pamela Naddaf-Blome
Program Coordinator

Mrs. Deborah Krichels
Learning Center Instructor

Mrs. Marilyn V. Mabry
Program Director
Harris Family Foundation, Inc.

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HARRIS FAMILY FOUNDATION, INC.
PO BOX 11122
HUNTSVILLE, ALABAMA 35814-1122
205/837-2856 FAX: 205/837-6611

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A. EXECUTIVE SUMMARY

Open Doors is a family literacy program for homeless single mothers and their young children. It provides basic literacy training and basic skills remediation for mothers who have not completed high school and developmental enrichment services for their infants and toddlers. Open Doors is a component of a program called, "New Futures", a comprehensive family support program which provides a wide range of social services to homeless women and their young children. Based on the large percentage of homeless women referred to new Futures who needed basic literacy skills and GED Preparation Classes to begin making progress toward economic self-sufficiency, Open Doors was created to remove two major barriers to achieving these goals: child care and transportation.

Open Doors was designed to provide interventions to 30 families, 10 of whom would pass the GED, and [illegible] would advance three grade levels as measured by pre/post tests. It utilized innovative methods for recruiting families and provided other support services to nurture their progress. The Coordinator was the only full-time employee. Five part-time staff, a large number of volunteers and student interns assisted in program implementation.

Although more than 30 families participated in the program, the outcomes for mothers and children exceeded program goals: 12 mothers passed the GED, and 11 mothers were within 5 points of passing the GED at the time the program ended. The remaining mothers needed more study.

The "lead community agency" for the comprehensive family support program which includes Open Doors as its family literacy component is The Harris Family Foundation, an African-American non-profit charitable organization that has a long and highly respected history of providing housing to homeless children and youth.

The total cost of the Open Doors Program was $120,345.00 Of this amount, The Harris Family Foundation and the community contributed $33,061.00 and the National Institute of Literacy provided the balance, $88,303.00.

B. PROGRAM BACKGROUND

1. Rationale

When the comprehensive family support agency, New Futures, began serving homeless single mothers and their young children in September, 1991, its goal was to provide opportunities for the mothers to stabilize and develop the independent living skills needed to achieve economic self-sufficiency and permanent housing. Its goal for infants and preschoolers was to help them overcome developmental delays, and social and emotional problems often associated with homelessness among young children.

After helping homeless families who are referred to New Futures to stabilize in affordable housing, with donations of furniture and household goods provided by the community. The next step involves ensuring that all family members were physically and emotionally well. Referrals are made and follow-up services are provided to appropriate service providers to meet these complex needs. Following this, mothers develop and begin to work on their economic self-sufficiency goals which include obtaining the job skills needed to secure and maintain a full-time job with wages high enough to support the family without relying on public support.

By April, 1992, the staff of New Futures had become deluged with requests for services from mothers who had not graduated from high school. Some were functionally illiterate even though they reported dropping out of school in the 10th grade. They had few if any marketable job skills and could not enter local job training programs without a GED.

The challenge for New Futures was how best to help these mothers begin to make progress toward economic self-sufficiency. A thorough analysis of their needs revealed that the mothers wanted to obtain a GED, but did not have access to any of the existing GED classes. The two barriers they faced were: child care and transportation. The community has a very limited public transportation system that does not serve all areas of the community. Child care was easier to obtain for children age 3-5, than for children from birth - age 3. The majority of the mothers served by New Futures had infants and toddlers and there were long waiting lists for the few child care slots that were available in the community.

2. Community Collaboration

After a series of meetings with a steering committee composed of members of Church Women United in Huntsville, an organization that supported the establishment of New Futures, it was clear that a new service was needed. The committee helped to design and develop a program plan and marshall the resources needed to respond to the NOFA which appeared in the Federal Register on July 14, 1992. As plans solidified, other community agencies provided input and/or assistance including the United Way of Madison County, the Literacy Taskforce, the local affiliate of NBC, the

Mayor's Homeless Advisory Commission, Hillsboro Heights Baptist Church, the Huntsville-Madison County Mental Health Center, the Madison County Department of Human Resources, the New Futures Advisory Board, J.F. Drake State Technical College, the North Alabama Skills Center, the Humanitarian Services Committee, Huntsville City Schools, The Volunteer Center, Retired Senior Volunteer Program, Junior League of Huntsville, and the Madison County Early Intervention Council.

3. Grant Awarded

On September 30, 1992, verbal notification of the grant award was received from the National Institute for Literacy. The Program Manager for New Futures attended a Grantees Conference in Washington, D.C. on November 11, 1992. Plans were made to employ staff and submit the required paperwork for the receipt of funds. A Program Coordinator for Open Doors was employed on December 16, 1992. However, funds to begin the start-up phase were not received until January 3, 1993.

C. PROGRAM DESIGN

1. Physical Setting

The Open Doors Program was physically located in facilities donated by the Hillsboro Heights Baptist Church, Huntsville, Alabama. The church was centrally located and spacious enough to accommodate the needs of the program. The leaders of the church, including its Executive Minister, were very hospitable throughout the program's implementation phase.

Ideal classrooms were available for the Adult Learning Center including a large multi-purpose room with three smaller, connecting rooms on the second floor. One of the smaller rooms was used as the instructor's office and contained several bookshelves for books/materials, and two for individual or small-group study, and one functioned as a "break" room. A separate fourth room across the hall was used for testing.

The Child Development Center complex was located on the ground floor. These facilities had been used for a licensed day care center which closed. Children in the program used a moderate-sized playroom, with a bathroom. The Coordinator's office was adjacent to this room. The children had access to two fenced playgrounds on the church property.

2. Program Services

The Open Doors Program was designed to have three operational components: adult literacy, support services, and developmental enrichment. A Logic Model of the Program can be found in Appendix A. Each of the three components is briefly described below:

a) Adult Literacy Services. The adult literacy/GED classes began on February 1, 1993 and continued through November 30, 1993. Initially afternoon classes were held in the Adult Learning Center of the Huntsville City Schools from 12:00 - 3:00 p.m., Monday through Friday. Facilities were quite small and could only accommodate 10 students at most and their volunteer tutors. The program became too large for the facilities and received approval from The Hillsboro Heights Baptist Church to utilize space in their facilities. Everyone involved was more comfortable in the larger quarters. Because of other scheduled activities at the church, hours were changed to weekday mornings, from 9:00 a.m. - 12:00 noon.

b) Support Services. A wide range of support services were provided: daily transportation to and from the program for mothers and children, role model/mentor assigned to each mother, peer support groups, and therapeutic counseling.

c) Developmental Enrichment. Children (birth - age 3) of mothers in the program received developmental enrichment services during the time their mothers were in class.

All children were assessed for developmental delays using the Denver Develpmental Screening Test. Prescriptive activities were developed, taught to mothers and utilized by child care volunteers to enhance the developmental progress of children lagging behind the development of their age group peers.

3. Personnel

The staff of Open Doors consisted of one full-time coordinator and five part-time staff including a Program Director, Adult Education Teacher, Secretary, Bookkeeper, and Vehicle Driver. A large cadre of volunteers and student interns provided assistance. A Program Evaluation Consultant was also utilized. The local Volunteer Center and Church Women United provided invaluable assistance in recruiting experienced, dedicated volunteers.

About 40 volunteers received training during the course of the program, some were in the initial training group when the program began and others received training on-the-job. Three groups of volunteers were utilized: role models/mentors, child care workers, and academic tutors. All volunteers were carefully screened for their respective roles and met specific qualifications. Job descriptions were developed and provided to each volunteer, along with a packet of materials that would be helpful in their work. Training sessions were conducted by the Program Coordinator and the Learning Center Instructor for each group.

The program had the best qualified staff available to implement the program. Resumes of the Program Coordinator, the Adult Education Instructor and the Program Evaluator can be found in Appendix B.

D. PROGRAM IMPLEMENTATION

1. Recruitment and Selection

Families were eligible for enrollment in the Open Doors Program if they were currently homeless or were homeless within the twelve months preceding the start of the program, and if they scored below the 9th grade level on the GED pretest, and had at least one child between birth and five years of age at the time they enrolled. Household income had to be at or below the Federally established poverty line. Recruitment priority was given to the 150+ mothers previously referred to the New Futures Program that had not completed high school.

A Personalized Recruitment System was utilized to locate and invite families to participate in the program. Personal contacts were made with all mothers who could be located to ask if they wanted to participate in the program. Contacts with caseworkers at the Department of Human Resources helped to locate those who had moved. A list of eligible participants was compiled. From this list, a random assignment of 75 mothers was made to three groups:

a) Intervention Group - 30 mothers,

b) Control Group - 30 mothers, and

c) Replacement Group - 15 mothers.

All mothers randomly assigned to one of the three groups received a letter welcoming them to the Open Doors program and notifying them of the group to which they were assigned. A Commitment of Participation was prepared for mothers to sign. This commitment explained the benefits of their proposed involvement with the program, the program's expectations of them, and asked for their signed commitment to participate.

2. Demographics of Families

Forty-two (42) recently homeless single mothers participated in the adult literacy/GED preparation classes. The average age of mothers at the time of entrance into the program was 21, the youngest being 19 and the oldest was 31 years of age.

The majority of mothers were single, never married, 69%. Sixteen percent were separated and 5% were divorced.

The ethnic composition was as follows: 69% were African-American, 27% Caucasian, and 2% Hispanic.

At the time of their referral to Open Doors, 33% of families had obtained independent housing, 29% were still doubled-up or tripled-up with family or friends, 14% were living in emergency shelters, and 10% living from place-to-place without housing of their own.

About 22% of mothers dropped out of school after completing the 11th grade, 35% had completed the 10th grade, 14% had completed 9th grade, 19% had completed 8th grade, and 2% had completed 7th grade.

The ages of the 79 children of mothers served by the program were as follows:

Birth-12 mos.	=13%
1-3yr. olds	=45%
4-5yr. olds	=29%
6+	=10%

3. Adult Literacy/GED Preparation

The adult literacy/GED services were organized and supervised by the part-time adult education instructor. The instructor identified students who needed differentiated skills-level instruction by administering the Pre-GED Test. The instructor provided each student with individualized instruction according to an individualized education plan. To accommodate uneven learning patterns, students worked on the GED subject areas within their ability level: basic literacy, pre-GED, and GED. Materials and individual tutoring were developed and tailored to the individual needs and interests of students.

Once a week, group reading and writing activities were held; however individual reading and writing occurred daily. A basic math group met twice weekly for two hours, and a weekly Algebra class began in September. Also, the donation of a computer, a word processor and two typewriters to the program, greatly enhanced the writing and math activities.

The development and implementation of a student's individual educational program (IEP) consisted of the following:

a) Learning Needs Assessment. Assessment of the student's present level of performance was achieved by the GED pretest and a self-diagnostic inventory of interests, academic strengths and weaknesses. The student used a self-diagnostic inventory to define her personal learning orientation. The learning plan therefore, became prescriptive. The instructor was able to use flexible strategies to successfully develop a congenial, cooperative atmosphere in which students worked together and helped one another.

b) Goal Setting. Upon the student's entrance into the class, she was encouraged to be a self-manager. The instructor provided the student with a goal planning sheet and with the instructor's help, the student wrote an individualized goal statement, such as improvement in writing. As part of the student's individualized goal plan, she was required to list specific action steps for attaining her goal. Consistent attendance and on-task behavior were stressed as strong indicators of success. At the beginning of each month, the instructor reviewed and assessed the student's progress with her. Thus, the student always knew her status as it related to her self-determined goal and the steps that were necessary to achieve it.

c) Learning Center Approach. The instructor allocated time for the student to spend on individualized literacy skills and provided library materials, self-check exercises, study guides, topical outlines, glossaries, organizers, overviews, and learning activities so that she could progress at her own speed under her own direction. The student kept a record of her time on each subject and task. Outcomes were checked by the instructor bi-weekly. The student planned her next day's work before class ended each day.

Extracurricular activities included: interactive discussions with community resource speakers, field trips for learning about potential careers and job training opportunities, and a weekend retreat which included motivational speakers. Nine one-hour life skills classes were held on topics which included health, voting, career planning, day care, accessing needed social services, educational planning, money management, AIDS awareness, and food selection and preparation. Eight one-hour parenting classes were held. Topics included developmental tasks of infants, toddlers, and preschoolers; behavior management, parenting styles, temperament of children, health, nutrition and safety.

d) Staffing Pattern. The instructor set the tone and purpose of the literacy class and enabled students to overcome personal barriers to the learning process. Eight volunteer tutors helped to meet the instructional needs of students, especially in writing, math, social studies and reading comprehension.

e) Strategy for Active Literacy. Instruction was related to practical tasks and everyday experiences. For example, reality tasks were either replicas of or analogous to the kinds of problems faced by adult citizens and consumers; instruction was translated into social purpose.

4. Support Services

a) Transportation Services. Transportation was a critical support service provided by Open Doors. It provided door-to-door convenient service that made it possible for families to them. The service was provided under a contractual arrangement with the Oakwood College Transportation Department. Oakwood College is a historically Black college operated by the Seventh-day Adventist Church.

Two 16-passenger vans were utilized by Open Doors. Infant and toddler car seats were made available through donations to the program and through a loaner program of the American Red Cross.

b) Role Models/Mentors. Community volunteers, primarily members of Church Women United and Executive Women International, were matched with mothers in the Intervention group. The main objective was to provide guidance and support to the mothers, encouraging them in the pursuit of their goals and offering suggestions for how they might cope with their day-to-day challenges. The expansion of the social support networks for families served helped them to succeed in the program.

c) Peer Support Group. A support group, called "Optimal Peer Empowerment Network," (OPEN) was formed composed of mothers in the program and mothers served by New Futures who had achieved some measure of success along the road to self-sufficiency. OPEN provided opportunities for the two groups to form friendship networks, and over time, to support one another in their shared struggles to achieve economic self-sufficiency.

The moms essentially formed a "club," elected officers and met monthly. Over delicious snacks, there were usually lively group discussions among the 12-15 mothers in attendance at each meeting. The mothers could share their frustrations, hopes and dreams for the future. They exchanged addresses and contact phone numbers, and offered to assist each other when needed. The Program Coordinator supervised activities of the group, but allowed the mothers to assume ownership and control of the meetings. This support service offered by Open Doors was very successful in achieving its goal.

Community Networking

Most mothers in the program were receiving support services from other community agencies. As problems and needs arose, the Program Coordinator made contacts with relevant agencies regarding housing, health and dental care, entitlements, child support, legal services, emergency food and utility assistance, mental health counseling, all in an effort to meet the needs of the mothers and children in the program. Networking enhanced the awareness of mothers to opportunities and expectations in today's workplace through career exploration visits in local large and small corporations, colleges, universities and trade schools. The Huntsville/Madison County community has been very supportive of Open Doors and its mission. Some of the Networking Resources included the following:

Madison Co. Health Dept. - WIC, health care clinic/services
Madison Co. Dept. Human Resources - JOBS, entitlements
University of AL at HSV - Medical clinic/resource speakers
Oakwood College - transportation services and student interns
No. AL Center for Educational Excellence - Career exploration

Alabama A & M University - Student interns
No. AL Skills Center - Job training and job placement
Church Women United - Primary sponsor/volunteers
Hillsboro Heights Baptist Church - Use of facilities/volunteers
HELPline - Information, referral and crisis line
Madison Co. Cooperative Extension - Speakers/nutrition education
Adult Learning Center - Technical assistance
J.F. Drake State Tech. College - Speakers, tours, job training
Executive Women International - Role models, financial support
The Volunteer Center - Screening and referral of volunteers
Legal Services of North Central AL - Resource speakers/assistance
Community Action Agency - Emergency financial assistance
Huntsville Housing Authority - Affordable housing resource
Child Care Management Agency _ Payment for child care
U.S. Dept. of Labor - Speakers
ADS Environmental Services - Career exploration/tour
Madison Co. Early Intervention Council - Developmental delays
Adventist Community Service Center - Emergency food
Christmas Charities Year-Round - Clothing, furniture
LIFT - Transitional housing services
Mt. Lakes Chapter, March of Dimes - Resource materials
Eagles Management - Donated furniture
Central No. AL Health Services - Medical care, speakers

As a result of services provided by these groups, families experienced an improved quality of life while learning.

5. Developmental Enrichment

Upon acceptance of families into the Open Doors Program children between birth and 3 were selected for developmental enrichment services. The program children were administered the Denver Developmental Screening Test (DDST) to assess any developmental delays they might be experiencing. Observational methods were used to assess their behavior. Following the assessment and observation, and individualized educational plan was designed to remedied present delays and to prevent future ones. As children progressed, strengths and weaknesses of each child were noted along with suggestions to their mothers for overcoming problem behaviors.

From February 1, 1993 through November 30, 1993, children were given enrichment activities and nutritional snacks 5-times per week, 4-hours per day. Pre-DDSTs (and enriched intervention results) were compared with post-DDST results. By enhancing the physical, emotional, social and cognitive development of these children through provisions of a developmentally appropriate curriculum, the program demonstrated how the literacy skills of parents impact those of their children.

E. PROGRAM OUTCOMES

1. Objectives

The two overall goals of the program were:

a) To assist recently homeless single mothers in obtaining a GED, and

b) To increase the developmental progress of recently homeless children (birth to age 3).

The specific outcome objectives to be achieved by the end of the first year for 30 families who received program services were:

1) To increase academic achievement of 70% of mothers by at least three grade levels, as measured by pre/post GED screening tests.

2) To increase the number of mothers who successfully obtain a GED, ten of 20 mothers, 30%

3) To increase by 50% the number of children who will be functioning within developmental norms for their age group, as measured pre/post by the Denver Developmental Screening test.

2. Outcomes for Mothers

Objective #1. There were 42 rather than 30 mothers who were in the Intervention Group. Of this number, 12 obtained their GED, 11 were within 5 points of passing the GED, and 19 needed further study. The number of mothers in the Intervention Group increased from 30 to 42 as a result of replacing those who had passed the GED with mothers in the Replacement Group. Therefore, the program was successful in achieving Objective #1 as stated above.

Objective #2. Because of the scoring procedures required for the GED Practice Tests (Forms AA and BB), it was not possible to measure progress of mothers by "grade levels." It was necessary to compare total scores on the GED Practice Tests Pre/Post, with the standard score increase of 3 points or more. A total of 9 mothers advanced three points or more. This objective was short of accomplishment by one mother.

It should be noted that all mothers did not enter the program at the same time, which influenced the overall progress that could be made. The Open Doors Testing Memorandum, found in Appendix C, shows the results of GED Testing for the 42 mothers served by the program. A careful review of the Memorandum will show that the greatest individual test scores are in math and in writing skills.

If one analyzes the pre and post scores of the individual GED subject areas for these students, significant achievement within GED scoring range will be noted. This scoring range is 20-80, with a passing average of 45. The majority of students in the Open Doors program were working within a 35-45 range; therefore, overall scores on the pre and post tests with gains of 3-5 points represent significant student effort and literacy gains. Table 1 below shows the achievement levels of students at the end of the program.

TABLE 1. STUDENT ACHIEVEMENT LEVELS
OPEN DOORS PROGRAM
Actual Numbers, November 30, 1993

LEVELS ATTAINED	ACTUAL NUMBER
Obtained GED	12
GED Work Near Completion	4
Pre-GED Skills Level	22
Literacy Skills Level	4

Source: Data compiled by Learning Center Instructor, Open Doors Program

The participant mothers submitted evaluative comments about the program which can be found in Appendix D.

Note: GED standard scores. The GED standard scores corresponding to the possible raw scores on a particular Practice Test are given in conversion tables appearing in Appendix IV of the *Teacher's Manual for the Official GED Practice Tests (1991).*

Interpretations of pre- and post- Official GED Practice Test or full-length GED Tests are made using GED standard scores - not raw scores. Raw scores are not comparable across subject area tests or forms of a given subject area test due to differences in the difficulty of items in different tests and differences in the number of items across tests. Standard scores are comparable across tests. Therefore, comparisons between subjects or between Practice Test forms are made using GED standard scores. (See "Chapter V: Analyzing and Interpreting Results of Official GED Practice Tests," *Teacher's Manual for the Official GED Practice Tests, (1991, pp. 21-22).*

3. Outcomes for Children

A total of 43 infants and preschoolers received the developmental enrichment services offered through the Open Doors Program. Twenty were pre-tested using the Denver Developmental Screening Test (DDST) on or before 7/31/93. Results of the pretest reveal the following:

70% of the children manifested developmental delays on two or more of the test items. In addition to the lack of language skills, other areas were as follows:

55% exhibited both personal-social and fine motor adaptive problems, and

50% showed slow development in gross motor skills.

Objective #3 was achieved for the six children who were available for both the pretest and the posttest. They had a group average length of time in the program of 7 months. At pretest, the six children had a collective total of eight developmental delays. At posttest, none of the children exhibited delays. These six children passed all items appropriate to their age levels.

It is significant that positive findings in the areas of personal-social, fine-motor adaptive, and gross motor skills were facilitated by a brief developmental enrichment program. However, it is conceivable that the benefits which resulted from the experience may be lost unless they are nurtured by subsequent preschool developmental.

4. Program Limitations

While the program was successful in many ways, its overall implementation was affected by the following limitations.

1. There were no funds on hand to begin program operations on October 1, 1992, after the verbal notification of the grant award. All of the start-up activities were contingent on receiving the funds in October so that staff could be employed and trained to begin operating services to families 60 days after funds were received. Actual start-up could not begin until January 3, 1993, when the program received its first requested draw-down of funds.

2. In an effort to begin offering services quickly, and allow families as much time in the program as possible, the date to begin offering services was established as February 1, 1993, one month from the receipt of funds. The planned 60-day start-up phase was reduced to 30 days. Needless to say, it was not possible to implement all of the start-up activities in this shorten time-frame. Difficulties in reaching out 75 families to obtain their commitment in 30 days was more than could be done, considering the need to employ other staff, provide staff training, obtain teaching materials and supplies, organize facilities and transportation, recruit and train volunteers, etc.

4. All families that were contacted wanted to participate in the Intervention group. Due to their desperate need for services, the program could not form and maintain a Control group.

5. Conducting and scheduling Pre/Posttesting for mothers and children was a major challenge. Many test dates were scheduled, but not kept by the families involved.

Many mothers were fearful of the tests and avoided keeping appointments. Staff and volunteer time was the other part of this challenge. Scheduling and conducting tests while handling crisis situations and carrying out other pressing duties limited the time available to thoroughly accomplish this task.

6. The overwhelming needs of families for intensive, ongoing case management services became apparent as the program progressed.

Open Doors needed a full-time case manager to help mothers and children connect with the community resources they needed in order to achieve their educational objectives. Some mothers were able to follow-through on referrals to community agencies, others needed much more support and assistance. Emergencies facing families in the program and crisis situations affected their attendance and class performance. Most needed more individual counseling or mental health treatment than could be provided.

5. Other Positive Outcomes

1. The largest local newspaper, The Huntsville times, featured Open doors several times during the year. Copies of news articles can be found in appendix E.

2. The extensive volunteer support was a major contributing factor to the program's success. Church Women United of Huntsville was, by far, the program's major community sponsor. Not only did its members serve in all volunteer capacities, they provided the financial support. When the program recognized that it needed an experienced developmental child care worker who would work four hours each day to provide enrichment activities and supervision for the children, Church Women United marshalled the resources needed to pay the salary of this additional staff person out of their treasury. The group contributed more than $2,120.00 over the course of the year for this purpose.

3. In addition to the financial support from Church Women United, other groups and individuals in the community contributed a total of $815.00 to cover expenses not included in the NIL grant. These funds were used to purchase refreshments, publish and distribute a quarterly newsletter, and to pay for the expenses connected with sponsoring Graduation Exercises.

4. The community sponsored Graduation Exercises for the mothers and their children, giving special recognition to those that had made substantial progress, and those that obtained their GED. Congratulatory letters were received from the following:

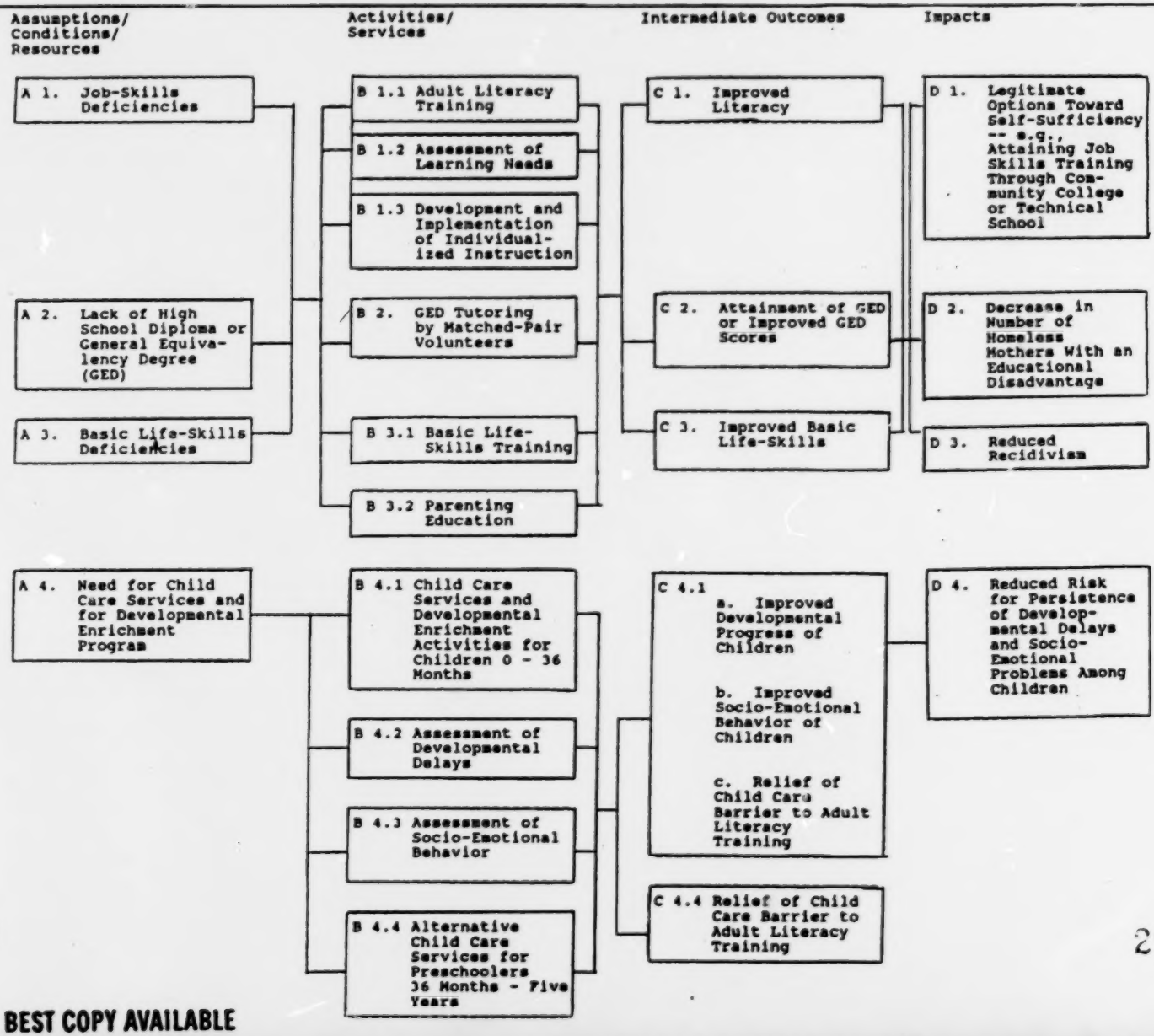
Donna E. Shalala, Secretary, US Dept. of Health and Human Services
Jim Folsom, Governor, State of Alabama
Steve Hettinger, Mayor, City of Huntsville
Richard W. Riley, Secretary, US Dept. of Education

APPENDIX A

OPEN DOORS LOGIC MODEL

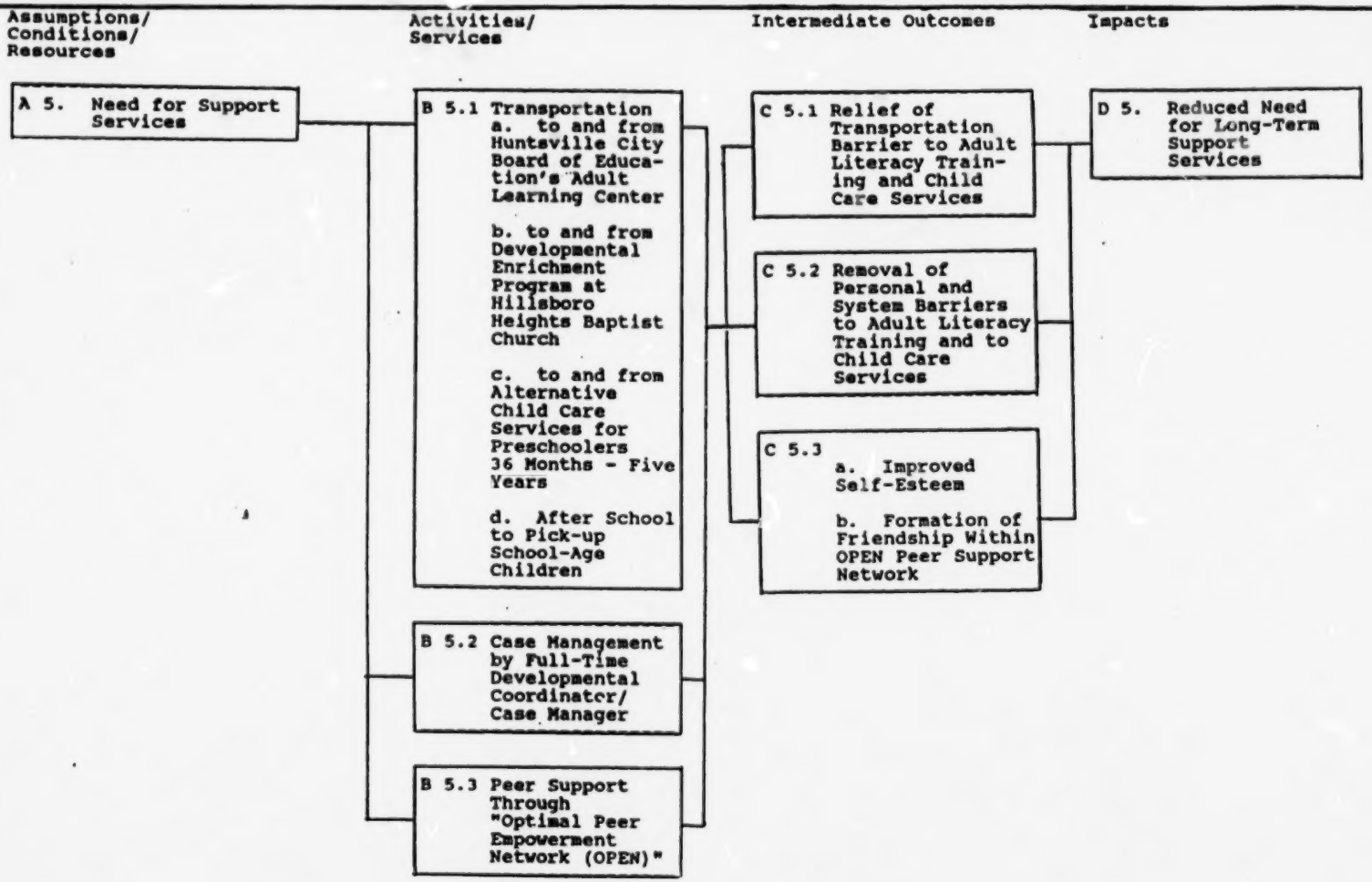
Open Doors Program
Harris Family Foundation
P.O. Box 11122
Huntsville, Alabama 35814-1122
(205) 837-2856

Model for Family Literacy Program for Homeless Single Mothers and Their Young Children


Assumptions/ Conditions/ Resources
Activities/ Services
Intermediate Outcomes
Impacts
A 1. Job-Skills Deficiencies
A 2. Lack of High School Diploma or General Equivalency Degree (GED)
A 3. Basic Life-Skills Deficiencies
A 4. Need for Child Care Services and for Developmental Enrichment Program
B 1.1 Adult Literacy Training
B 1.2 Assessment of Learning Needs
B 1.3 Development and Implementation of Individualized Instruction
B 2. GED Tutoring by Matched-Pair Volunteers
B 3.1 Basic Life-Skills Training
B 3.2 Parenting Education
B 4.1 Child Care Services and Developmental Enrichment Activities for Children 0 - 36 Months
B 4.2 Assessment of Developmental Delays
B 4.3 Assessment of Socio-Emotional Behavior
B 4.4 Alternative Child Care Services for Preschoolers 36 Months - Five Years
C 1. Improved Literacy
C 2. Attainment of GED or Improved GED Scores
C 3. Improved Basic Life-Skills
C 4.1 a. Improved Developmental Progress of Children
b. Improved Socio-Emotional Behavior of Children
c. Relief of Child Care Barrier to Adult Literacy Training
C 4.4 Relief of Child Care Barrier to Adult Literacy Training
D 1. Legitimate Options Toward Self-Sufficiency -- e.g., Attaining Job Skills Training Through Community College or Technical School
D 2. Decrease in Number of Homeless Mothers With an Educational Disadvantage
D 3. Reduced Recidivism
D 4. Reduced Risk for Persistence of Developmental Delays and Socio-Emotional Problems Among Children

BEST COPY AVAILABLE

Model for
Family Literacy Program for Homeless Single Mothers
and Their Young Children


Assumptions/ Conditions/ Resources
Activities/ Services
Intermediate Outcomes
Impacts
A 5. Need for Support Services
B 5.1 Transportation
a. to and from Huntsville City Board of Education's Adult Learning Center
b. to and from Developmental Enrichment Program at Hillsboro Heights Baptist Church
c. to and from Alternative Child Care Services for Preschoolers 36 Months - Five Years
d. After School to Pick-up School-Age Children
B 5.2 Case Management by Full-Time Developmental Coordinator/ Case Manager
B 5.3 Peer Support Through "Optimal Peer Empowerment Network (OPEN)"
C 5.1 Relief of Transportation Barrier to Adult Literacy Training and Child Care Services
C 5.2 Removal of Personal and System Barriers to Adult Literacy Training and to Child Care Services
C 5.3
a. Improved Self-Esteem
b. Formation of Friendship Within OPEN Peer Support Network
D 5. Reduced Need for Long-Term Support Services

APPENDIX B

RESUMÉS OF KEY STAFF

PAMELA J. NADDAF-BLOME, Ph.D.
112 Caswell Place.
Huntsville, AL 35811
(205) 851-0698

OBJECTIVE

Position as an **Program Manager, Human Resource Professional, or Grant/Proposal Writer**

EDUCATION

1987	PhD	Education & Behavioral Science, Clayton University, St. Louis, Missouri
1984	MAT	Early Childhood Education, Webster University, St. Louis, Missouri
1983	BA	Human Services, Webster University, St. Louis, Missouri
1982	Associates	Human Services, Forest Park Community College, St. Louis, Missouri
1980	Associates	Recreational Leadership, Forest Park Community College, St. Louis, Missouri

PROFESSIONAL EXPERIENCE & EMPLOYMENT HISTORY

Program Coordinator, Open Doors Program

Harris Family Foundation, Huntsville , Alabama. 1992 - Present

Successfully implemented and directed a grant-funded family literacy program including hiring, training, and supervising staff and recruiting volunteers. Planned all aspects of marketing program activities including preparing brochures giving information on programs, activities, referrals, donations, etc. Coordinated activities and transportation with Early Childhood Enrichment and G.E.D. programs for clients. Administered developmental screening tests. Supervised practicum students and instructed them on how to administer screening tests and Individual Educational Programs (I.E.P). Developed and performed motivational presentations. Coordinated, developed and wrote all articles for program newsletter.

Behaviorist/Group Leader

CH Health Technologies. 1988 - 1992

Christian Hospital & Alton Memorial Hospital, St. Louis, Missouri

Conducted pre-admission interviews and initial assessments on new members of behavior modification groups. Supervised behavior modification groups, including individual assessment and counseling. Developed a monthly newsletter and contributed feature articles.

Program Director

Shelter the Children, St. Louis, Missouri. 1990 - 1991

Implemented and directed a residential transitional living program for girls. Developed a structured volunteer program and designed motivational and therapeutic group programs.

Child Care Specialist

Board of Education, St. Louis, Missouri. 1986 - 1988

Implemented a developmental program providing support to adolescent parents. Performed developmental testing, curriculum planning, parenting skills counseling, and program design and instructional information with adolescents.

Case Manager/Social Worker

Division of Children Services, Child Welfare, St. Louis, Missouri. 1984 - 1986
Provided seminars on self-esteem, drug awareness and chemical dependency, self-determination, personal motivation, single parenting, and physical and sexual abuse. Counseled individuals and families in both crisis and non-crisis situations. Generated professional documentation for Juvenile Court and served as a member of the Permanency Planning Committee for children in alternative placements.

Front Office Manager

Stecher's Market, Brentwood, Missouri. 1982 - 1984
Maintained all customer service transactions and supervised cashiers of a medium-sized grocery store. Managed all front office interaction including customer assistance, special ordering, charge transactions, balancing, and training.

Substitute Teacher/Volunteer Resource Provider

YMCA Childcare, Maplewood, Missouri. 1981 - 1983
Formulated educational and recreational activities for an early childhood program. Designed special activities and multicultural studies within the surrounding community.

Activity Therapist Assistant II

Developmental Disabilities Treatment Services. 1981 - 1982
State Hospital, St. Louis , Missouri
Implemented recreational and educational activities in a rehabilitation program for developmentally disabled and mentally ill adults.

Outreach Worker II

Drug & Alcohol Rehabilitation Treatment Center, St. Louis, Missouri. 1980 - 1981
Provided outreach services including public relations, crisis intervention and pharmacology information/presentations through a chemical dependency prevention program.

PRESENTATIONS & PUBLICATIONS

Guest Speaker, "Child Study Project"; topic: The Importance of Self-Esteem in Early Childhood Educators, 1985.

Co-leader, Adolescent-parent panel sponsored by Planned Parenthood; topic: Coping, 1987.

Lecturer, Workshop for at-risk adolescent mothers; topic: Building Self-Esteem Through Self-Awareness, 1988.

Guest Speaker, "Careers for Homemakers"; topic: Successfully Overcoming Problems and Preparing for a Career, 1982.

Guest Speaker, Holy Cross Lutheran Elementary School; topic: Make Something of Your Life, 1981.

Presented various seminars on self-esteem, drug awareness and chemical dependency, self-determination, personal motivation, single parenting, and physical and sexual abuse since 1980. to present.

"Personal Voyage: The ultimate challenge to experience ourselves and our lives as fully as possible before our death." Naddaf, PhD, 1987.

REFERENCES AVAILABLE UPON REQUEST

Deborah M. Krichels
222 South Kyser Blvd. # 77
Madison, AL 35758
(205) 772-7732

EDUCATION:

1992 - — Vanderbilt University, Nashville TN
Ed. D. Teaching and Learning : Major – Curriculum and Instructional Leadership

1992 -1993 — University of Alabama in Huntsville, Huntsville AL
Graduate Certificate in Technical Communication

1974 -1979 — University of Maine at Orono, Orono ME

M.S. Human Development Major – Child Development and Family Relationships

Graduate thesis written with research grant from Adult Basic Education and CETA.
Thesis title: "Adult Education: A Rural Maine Case Study of Adult Needs, Interests and Motives"
E.R.I.C., #204-531; December, 1981.

1960 -1964 — Manhattanville College, Purchase NY

B.A. English Literature; Minor – Languages and music.

CERTIFICATION:

General Secondary Provisional Certificate, Level ,7-12, July 1989 - July 1994;
Adult Education Director Certificate, September 1988 - July 1993.

WORK EXPERIENCE:

January 1993 - December 1993 -- Open Doors Program, Huntsville, AL 35814

Position: Learning Center Instructor for Family Literacy Program (National Institute for Literacy)

Responsibilities:

1. Basic skills remediation and GED preparation with individualized instruction plans.
2. Assessment of learning needs; pre-testing and diagnosis.
3. Evaluation of educational progress; post-testing and referral.
4. Recruitment, training, and supervision of volunteers.
5. Organization, development, and acquisition of instructional materials.
6. Preparation of evaluation reports.

May 1988 - April 1992 -- Region 7- Searsport Adult Education, MSAD 56, Searsport, ME 04974

Position: Director, Searsport Adult Education
Responsibilities:

1. Overall Directorship of adult education programs: ABE, HSD, GED, ECO, satellite classes and in-home tutoring programs.
2. Coordination with Region 7, Adult Education, SAD 34, SAD 3 and Waldo Region Vocational School Budget and semi-annual course brochure preparation.

3. Outreach and integration with SAD 56 program through Administrative Teams, Positive Action and Guidance.
4. Intake, assessment, counseling and program objectives with adult students.
5. Budget maintenance, record keeping, grant writing and implementation.
6. Course and Curriculum Development and Staff Inservice. Management and Acquisition of instructional materials.
7. Liaison with community and state agencies.

September 1986 - May 1988 -- Mount Desert Island High School, Eagle Lake Rd., Mount Desert, ME 04660

Position: Teacher of English and Developmental Reading
Responsibilities:

1. Classroom instruction for Level 3 Freshmen, Sophomores, Juniors, Seniors.
2. Development and implementation of Developmental Reading Program.
3. Curriculum update and development for individualized instruction for Level 3 English students.

March 1985 - August 1986 -- Training and Development Corporation (TDC), 117 Broadway, Bangor, ME 04401

Position: Learning Center Specialist, Comprehensive Competencies Program
Responsibilities:

1. Implementation of the Comprehensive Competencies program (CCP).
2. Instruction in English, Language Skills, Math, Communication and Life Coping Skills, to youth and adults.
3. Instructional planning for individual remediation needs in a flexible class setting.
4. Administration and interpretation of diagnostic pre- and post-tests (TABE and pre-GED).
5. Academic, personal and job counseling to assist students in job skills, goal setting, and personal evaluation.
6. Record keeping (MIS) and preparation of quarterly reports for Remediation and Training Institute, Washington, DC.
7. Special curriculum development for the reading and writing components to promote student motivation.

July 1982 - March 1985 - Orono High School, Orono, ME 04473

Position: Director/Teacher, Orono Adult Learning Center
Responsibilities:

1. Comprehensive organization of the Adult Learning Center: Basic Education/ESL.
2. Tutor adults in reading and writing. Meet student's needs with materials and methods specially designed for the individual.
3. Teach ESL classes and small groups. Tutor ESL students in homes.
4. Management and acquisition of instructional materials. Development of materials.
5. Intake, assessment, counseling and program objectives with adult students.
6. Budgeting, record-keeping, writing/ carrying out objectives of three program grants.
7. Staff Development and management of Adult Education sub-committee.
8. Liaison with community agencies, social services and school programs.

December 1972 - December 1982 - H.O.M.E. Learning Center, Orland, ME 04472.

Position: Adult Basic Education Teacher/Coordinator.
Courses developed and taught for adults and alternative education students included:
English, Remedial English, Language Skills, Southern Literature, Independent Study, Basic Tutoring (all levels), Child Development, Family Relationships, Parent Education.

Responsibilities:

1. Tutoring: coordinating volunteer tutors.
2. Student evaluation and counseling with compilation of records.
3. Library organization.
4. Management of materials budget.
5. Program Planning Committee- Policy making and course planning.
6. Satellite Program: establish, coordinate and teach in three communities.
7. Recruiting; follow-up work.
8. Conferences and Workshops; H.O.M.E. representative to state and national conferences /workshops

September 1969 - December 1970 -- Head Start, Somerville, MA and Philadelphia, PA.

Position: Teacher.

WRITING AND EDITING EXPERIENCE:

Assessment: New Market of Domestic PC Users of ModelView Reference Guide, Krichels, D., Consultant: Conducted research and study involving a special population, Intergraph Corp. Directed to E. Wilkin, Fall,1992.

ModelView Reference Guide: Follow-up User Analysis for Editing and Revision, D. Krichels, Consultant: Edit and follow-up for revised ModelView Reference Guide, Winter,1992.

How to Manage a Writing Center at the University of Alabama in Huntsville, Collaborative Project, D. Krichels & M. Smith, Spring, 1993.

The View Manager in Nile, R. Barrera,Sc.D. & G. Wei, Ph.D., Intergraph Corporation, Huntsville AL, March, I993.

Architecture for a Federated GIS, Barrera, Dr. R., Intergraph Corporation, Huntsville, AL, December,1992.

Biomathematical Modeling of Inhaled Particles and Gases: Pollutants and Pharmacological Drugs, V. Potula, Ph.D., Huntsville, AL, May,1992.

SPECIFIC SKILLS:

Teaching: English literature, writing, reading, child development, life-cycle development, family development.

Computer Experience: **CAI:** Apple, CDC (Plato), CCC (Sony). Use of MIS for CCP program.
Programs: Microsoft Word 5.1, Microsoft Works 3.0, HyperCard 2.1 with multi-media. Knowledge of telecommunications and productivity software in an educational setting.

Research: Library expertise, research in adult education participation and motivation, SPSS.

Administration: Establishing community programs, course planning, program evaluation, developing/ ordering/ assessing materials, managing/ collation small research grants, recruiting, student intake,student counseling. Complementary skills: writing, research, interviewing, outreach, community organizing.
Languages: English, French, German, Spanish, Latin.

SPECIAL PROJECTS, PAPERS AND PRESENTATIONS:

Maine Words: Collection of Adult Student Writing. Co-editor, 1990-91. Article: "What's New Under The Sun: A Critical Essay."

The CCP Instructors Handbook: A Competency-Based Curriculum. Developed by the New England Institute: S. Wishkowski, D. Krichels, & L. Graham, Prepared with funding from the Ford Foundation, Training and Development Corporation, Bangor, ME ,1986.

National Adult Basic Education Conference, Montreal, Canada, April 1985: Co-presenter: "A Strategy for Basic Literacy/Learning; Critical Thinking."

Third Annual Maine Education Conference, Portland, ME, April 1984. Co-presenter: "A Strategy for Basic Literacy/Learning; Critical Thinking."

Tri-state Adult Education Study Group for Literacy and Social Change, 1983 to 1987.

National ABE Conference, Providence, RI, April 1981. "H.O.M.E. Learning Center: Rural Community Outreach."

Panelist on "1-800" (MPBN-TV), Film: "What If You Couldn't Read?" Fall, 1980.

Adult Education Life Coping Skills Participants: A Rural Maine Case Study of Adult Needs, Interests and Motives. August, 1979, M.S. Thesis (validity study). Publication: E.R.I.C. #204-531.

Research Presentations:

1. October, 1979 at Adult Education State Directors Meeting, Augusta, ME.
2. November, 1979 at National Adult and Community Education Research Conference, Boston, MA.

State Task Force on Gifted Children, 1978.

State Task Force on High School alternatives, 1975.

Cambridge Institute, New City Project; Alternative Education Study, 1970-71.

VOLUNTEER/COMMUNITY WORK & MEMBERSHIPS:

National Council of Teachers of English, 1983 - 1988.
Literacy Volunteers of America, 1974 to present.
Maine Association for Public School Adult Education (MAPS),1972 -1992. Teacher Award, 1974.
Maine Literacy Coalition, founding member, Sub-committees: Research & Policy, Literacy Awareness Theater, 1984 -1992.

REFERENCES AVAILABLE UPON REQUEST

ZOE ANN SPARKS-DAVIDSON
Post Office Box 2311
Decatur, Alabama 35602
205/351-8587 Home
205/851-5435 Office

EDUCATION:

B.S.B.A., General Business with minor in Economics
University of Arkansas, Fayetteville, Arkansas, May 1962

M.A. English
University of Arkansas, Fayetteville, Arkansas, January 1968

Ed. D. Higher Education Administration, specializing in Child Development and Family Relationships/Early Childhood Education
University of Arkansas, Fayetteville, Arkansas, May, 1977

ACADEMIC EXPERIENCE:

TITLE: *Director of Child Development Center/Assistant Professor*

INSTITUTION: Human Development and Family Resource Management, Division of Home Economics, School of Agriculture and Home Economics, Alabama A&M University, Post Office Box 639, Normal, AL

DATE: August 1987- Present

DUTIES/RESPONSIBILITIES:

Oversee the operations of the Child Development Center (CDC), which includes nursery school and pre-kindergarten. Administer the CDC budget. Identify and assist in the selection, retention, and dismissal of personnel. Direct and facilitate the work of all personnel in the CDC. Integrate and coordinate the activities of the Parent Council and provide supportive information for parents. Initiate change within the CDC to enhance the program. Provide release time and financial support for on-going professional development and renewal for the CDC teachers and aides. Provide high quality pre- and in-service education opportunities and requirements for the CDC personnel. Select and/or develop appropriate measures for screening and assessment of three- and four-year-olds. Develop innovative curriculum program for three- and four-year-olds.

TITLE: *Adjunct Professor, Early Childhood and Elementary Education*

INSTITUTION: School of Education, Alabama A&M University, Normal, Alabama 35762

DATE: September, 1989

DUTIES/RESPONSIBILITIES:

Teach graduate courses: Word Attack Skills (Off-Campus, Athens, Al., Fall 1989). Teach undergraduate courses: Work Attack Skills (Spring, 1990). Serve as consultant on parenting, child development, and day-care, as requested by the community.

TITLE: *Adjunct Professor, Education and Psychology Department*

INSTITUTION: Alcorn State University, Natchez Campus, Natchez, Mississippi

DATE: Summer, 1987; Summer, 1988

DUTIES/RESPONSIBILITIES:

Taught graduate courses in summer sessions (three to six credit hours per semester): Assessing the Young Child, Behavioral Factors in Early Childhood Education, Models of Teaching in Early Childhood Education, Educational Psychology.

TITLE: *Adjunct Professor, Curriculum and Instruction Department*

INSTITUTION: College of Education, University of Southern Mississippi, Natchez, Regional Campus, Natchez, Mississippi (Appointment included proper arrangements with the Department of Home Economics and Family Life Studies to teach the Child Development course.)

DATE: January, 1984 - closing of Natchez Regional Campus at the end of summer 1986

DUTIES/RESPONSIBILITIES:

Taught at the graduate and undergraduate level in night classes and summer program (three to six credit hours per quarter). Taught graduate course in: Seminar in Early Childhood Education. Taught Undergraduate courses in: Methods and Materials in Early Childhood Education, Child Development.

TITLE: Teacher

INSTITUTION: Ferriday Kindergarten Center, Ferriday, Louisiana (Concordia Parish School Board, Vidalia, Louisiana)

DATE: August 1985 -

DUTIES/RESPONSIBILITIES:

Classroom teaching at the kindergarten level. The daily schedule includes the following subject matter areas: reading readiness, writing readiness, language arts, math, social studies, science and music/art crafts. Chairman of the Steering Committee for Southern Association ten-year-study (October 19986 - Spring 1988). Supervision of parent-involvement in classroom instruction and/or in related activities (includes administration of materials used by the child in an effort to overcome deficiencies in math, language arts, and reading readiness). Development of curriculum guides at the kindergarten level for language arts, reading readiness, as these apply to specific texts and materials being used in the three developmental-placement categories of pre-kindergarten, kindergarten, and pre-first. Additional curriculum guides to be developed for all other content areas in the near future. Administration and interpretation of Gesell Developmental-

Placement tests. Administration of Basic Skills tests, State of Louisiana. Administration of post-tests in reading and language arts (Harcourt, Brace, & Jovanovich, Publishers). Mainstreaming of children formerly enrolled in special education class into the regular classroom. Identification and recommendation of children for speech therapy. Identification and recommendation of children for motor-coordination therapy.

TITLE: Teacher

INSTITUTION: Napoleonville Primary, Napoleonville, Louisiana (Assumption Parish School Board)

DATE: August 1982- January 1984

DUTIES/RESPONSIBILITIES:

Classroom teaching at the kindergarten level. The daily schedule included the following subject matter areas: reading readiness, language arts, math, social studies, science, and music art. Supervision of teacher-aide, supervision of parent-involvement in classroom instruction. Administration and interpretation of pre- and post-tests in the area of language arts. Development of individualized instruction for students assessed to be environmentally deprived.

TITLE: *Assistant Professor, Family and Environment Area*

INSTITUTION: School of Home Economics, Louisiana State University, Baton Rouge, Louisiana

DATE: September, 1976 - August 1982

DUTIES/RESPONSIBILITIES:

Twelve month teaching (50 percent) and research (50 percent) position. Taught undergraduate courses in: The Young Child and the Family, Organization and Administration of Nursery Schools and Kindergartens, Foundations of Reading Concept Development, and Independent Reading. Taught graduate courses in: Human Development, Theories of Child Development, Research Seminar in Family Studies, Independent Reading and Research. Developed three new graduate courses: Theories of Child Development (1977), Infant Behavior and Development (1982), Child Guidance and Behavior (1982). Developed one new undergraduate course:Foundations of Reading Concept Development (1979).

TITLE: *Instructor (part-time) and Graduate Assistant, Educational Foundations,*

INSTITUTION: College of Education, University of Arkansas, Fayetteville, Arkansas 72701

DATE: 1974-76

DUTIES/RESPONSIBILITIES:

Taught undergraduate course: Study Skills. Administered and interpreted reading achievement tests. Developed individualized instruction programs. Counseled with individual students. (This was a developmental program. Many of the students entered the program with a 6th to 8th grade reading level.)

TITLE: *Instructor (full-time), Child Development and Family Relationships*

INSTITUTION: College of Home Economics, Colorado State University, Fort Collins, Colorado

DATE: 1973-74 temporary, nine-month appointment

DUTIES/RESPONSIBILITIES:

Taught undergraduate courses in: The Preschool Child, Human Development, and Family Development. Developed courses and curriculum incorporated into the program change over from quarter to semester system.

TITLE: *Instructor (part-time) and Graduate Assistant, Educational Foundations*

INSTITUTION: College of Education, University of Arkansas, Fayetteville, Arkansas 72701

DATE: 1972-73

DUTIES/RESPONSIBILITIES:

Taught undergraduate courses in: The Changing Schools, Teaching the Disadvantaged (a practicum), supervised practicum students, taught in the off-campus Career Opportunities Program (COP), a federally funded program to train paraprofessionals (e.g., teacher-aides).

TITLE: *Instructor (part-time) and Graduate Assistant, English,*

INSTITUTION: College of Arts and Sciences, University of Arkansas, Fayetteville, Arkansas 72701

DATE: 1964-67

DUTIES/RESPONSIBILITIES:

Taught undergraduate courses in: Freshman Composition and Developmental Reading. Teaching involved both classroom and laboratory work. Received special training in teaching English composition and in teaching developmental reading.

TITLE: Teacher

INSTITUTION: Ferriday Lower Elementary , Ferriday Louisiana (Concordia Parish School Board, Vidalia, Louisiana)

DATE: August 1984 - May 1985 (In August 1985, the kindergarten program moved into new quarters; assumed name Ferriday Kindergarten Center).

DUTIES/RESPONSIBILITIES:
Classroom teaching at the kindergarten level.

TITLE: Teacher

INSTITUTION: Farmington High School, Farmington, Arkansas

DATE: 1967 (1/2 year -- resigned position due to illness during pregnancy)

DUTIES/RESPONSIBILITIES:
Taught English in the following grades: 8th, 10th, and 12th. Served as Chairman of English Department.

TITLE: Teacher

INSTITUTION: Springdale Senior High School, Springdale, Arkansas

DATE: 1963-64.

DUTIES/RESPONSIBILITIES:
Taught the following subjects: typing, shorthand, and bookkeeping. Served as sponsor of Young Business Leaders of America. Taught adult-education night-school course: Bookkeeping.

OTHER TEACHING EXPERIENCE:

TITLE: Graduate Counselor

INSTITUTION: Hotz Hall, University of Arkansas, Fayetteville, Arkansas

DATE: 1964-65

DUTIES/RESPONSIBILITIES:
Supervised and counseled freshman women, under the supervision of the Division of Student Affairs.

PUBLICATION IN REFERRED JOURNALS:

1982 Sparks-Davidson, Z.A., Rahman, P.Z., & Hildreth, G.J., "Extension of Black-White Color Bias Research to Young Malay-Malaysian Children," The Southern Psychologist, November 1982, 1(1), pp. 20-24.

1977 Dickerson, M.D., Lane, L.L., and Sparks, Z.A., "A Study of Academically Successful Women and Their Socioeconomic Roles, " Influencing Public Policy: Proceedings of the Western Regional Home Management-Family Economics Educators Conference. Sacramento, California, November 19711, pp. 92-102.

OTHER PUBLICATIONS:

1980 Sparks, Z.A., "Children and Their Environment," New Sheet. The Country Women's Council, U.S.A./The Associated Country Women of the World, Winter 1980, p.2.

1980 Sparks, Z.A., "Individual Attention: Can Day-Care Provide?" Today's Child (Princeton, N.J.: Princeton Archives) November 1980, 29(2), p. 7.

1980 Sparks, Z.A., "Parents assume that if a day-care center is open, it is providing quality care," quoted in Today's Child (Princeton, N.J.: Princeton Archive) November 1980, 29(2), p.7.

1978 Sparks, Z.A., "Socioeconomic Correlates of Divorce and Nondivorce Among Professional Women in Arkansas," cited in Sell, K.D. & Sell, B.H (Eds.) Divorce in the United States, Canada, and Great Britain: Volume I of Social Issues and Social Problems, Information Guide Series. Detroit, Michigan: Gale Research Co., 1978, p. 253.

1977 Sparks, Z.A., "Socioeconomic Correlates of Divorce and Nondivorce Among Professional Women in Arkansas, " cited in Sell, K.D. Divorce in the 1970's. Salisbury, N.C.: Catawba College, 1977, p.8.

RESEARCH IN PROGRESS:

1990 Davidson, A.Z. & Parks, W.M., "Effect of 'Writing to Read' Program on Four-Year-Olds."

1990 Davidson, A.Z. & Molapo, Mamikie, "The Myth of Preschool Education in South Africa: Need for Change."

INSTITUTIONAL PUBLICATIONS:

A. Newsletters

Davidson, Z.A., "Newsletter to Parents," Child Development Center, Division of Home Economics, Alabama A&M University, 1989-90; 1988-89.

B. Brochures

Davidson, Z.A., "Child Development Center, Division of Home Economics, Alabama A&M University, 1989-90."

C. Curriculum Guides

Davidson, Z.A., "Language Arts for Three- and Four-Year-Olds, " Child Development Center, Division of Home Economics, Alabama A&M University, Fall 1988.

Davidson, Z.A., "Math Readiness for Three- and Four-Year-Olds, " Child Development Center, Division of Home Economics, Alabama A&M University, Fall 1988.

Davidson, Z.A., "Social-Emotional Development for Three- and Four-Year-Olds" Child Development Center, Division of Home Economics, Alabama A&M University, Fall 1988.

D. Video-Tapes

Davidson, Z.A., "Language Arts for Three-and Four-Year-Olds, " Child Development Center, Division of Home Economics and Department of Telecommunications, Alabama A&M University, February 17, 1989.

REFEREED PAPERS:

1982 Goldstein M.N., and Davidson, Z.A., "Stress in the Alcoholic Family: Effects on Expressive and Receptive Language of the Preschool Child." Paper presented at the National Council on Family Relations Annual Meeting, Washington, D.C., October 1982.

1981 Rahman, P.Z. and Sparks-Davidson, Z.A., "Black-White Color Preference Among Malay-Malaysian Children." Poster session presentation at the National Council on Family Relations Annual Meeting, Milwaukee, WI., October 1981.

1981 Draughn, P.S., Burts, D.C., and Sparks-Davidson Z.A., "Professional Preparation for Day-Care Administrative Specialists." Paper presented at the National Council on Family Relations Annual Meeting, Milwaukee, WI., October 1981.

1981 Shreve, A.P. and Sparks, Z.A., "The Relationship Between Adult Status of Professional Women's Children and Family Structure During the Preschool Years." Paper presented at the Southeast Council on Family Relations Annual Meeting, Virginia Polytechnic Institute (V.P.I.), Blacksburg, VA., March 1981.

1979 Sparks, Z.A., "Socioeconomics Correlates of Divorce and Nondivorce among Louisiana Professional Women." Paper presented at the National Council on Family Relations Annual Meeting, Boston, August 1979.

IN-SERVICE TRAINING/CONSULTANT

1989 - Training Consultant for Workshops accepted on-going by Department of Human Resources, Office of Day-Care, State of Alabama. Develop teaching packet and conduct clock-hour credit training for day-care directors, assistant directors, program directors, and teachers. Topics in chronological order to date:

1989 "Meeting the Needs of the Young Child," Alabama A&M University, January 18, 1989, Huntsville, AL.

1989 "Language - Arts for Three- and Four-Year-Olds," Alabama A&M University, February 18, 1989, Huntsville, AL.

1989 "Model Centers and Programs for Infants and Young Children," Alabama A&M University, February 25, 1989, Huntsville, AL.

1989 "Age-Related Characteristics and Development of Competence," Alabama A&M University, March 25, 1989, Huntsville, AL.

1989 "Language-Arts for Three- and Four-Year-Olds," Alabama A&M University, October 28, 1989, Huntsville, AL.

1989 "Administering and Operating a Day-Care Center," Alabama A&M University, November 18, 1989, Huntsville, AL.

1990 "Classroom Management and Discipline," Alabama A&M University, February 3, 1990, Huntsville, AL.

1990 "Budgeting and Selection of Indoor Materials and Equipment; Maintaining Inventory," Alabama A&M University, February 24, 1990, Huntsville, AL.

1990 "Budgeting: Safety and Selection of Playground Equipment; Maintaining Inventory," Alabama A&M University, March 24, 1990, Huntsville, AL.

1990 "Interviewing and Hiring Procedures, Personnel Policies, Staff Management, and Wages," Alabama A&M University, May, 1990.

SESSIONS CHAIRED OR MODERATED AT PROFESSIONAL MEETINGS:

1987 Presider, Education and Enrichment Session, "Strengthening Families with Young Children," National Council on Family Relations, November 1987, Atlanta, GA.

1980 Moderator, Section I, "Role Conflict in Dual-Career Marriages," Southeastern Council on Family Relations Annual Meeting, March 1980, Mobile, AL.

1978 Chairman, "Family Health Related Research Papers," Selection Meeting, Family Relations Council of Louisiana Annual Meeting, February 1978, New Orleans, LA.

PROFESSIONAL MEMBERSHIPS AND PARTICIPATION:

A. American Home Economics Association. (1974 -)

B. National Council on Family Relations. (1974 -)
Nominated for Secretary - Treasurer 1980

C. Family Relations Council of Louisiana (1976 - 1981)
President 1980-81; 1979-80; Vice President and Program Chairman 1978-79; Chairman, Student Activities Committee 1977-78; Chairman, Nominating Committee 1981- 82; Board Member 1977-82.

D. Louisiana Home Economics Association. (1976-1982)
Member Issues/Resolution Committee 1980-81

E. Southeastern Council on Family Relations (1974 - 1982)
Membership Committee 1981

F. SACUS (1976- 1982)

G. Alabama Day-Care Directors (1987-)

H. National Education Association (1981 - 1987)

I. Louisiana Education Association (1981 - 1987)

OTHER:

A. Passed the National Teacher Examinations in the field of Early Childhood Education with a composite score of 1371, a professional education percentile rank of 96, and a composite percentile rank of 90, July 1980.

B. Granted from the State of Louisiana, State Department of Education, Teaching Certificate #112993, issued 9-30-83 for Kindergarten. (LA Certificate valid for life for continuous teaching, 1987).

C. Completing requirements to become a qualified examiner for Gesell Institute of Human Development; have completed six of the eight steps. A qualified Examiner can act as resource for new examiners who have previously attended a Gesell Workshop, review records, monitor accuracy of administration and interpretation of Gesell developmental tests.

1986 Attended Advanced Training Workshop, sponsored by the Gesell Institute of Human Development, New Haven, Connecticut, April 17-18, 1986, New Orleans, LA (Emphasis on test interpretation and administration of Gesell Developmental Assessments.)

1985 Kindergarten Screening Workshop, sponsored by the Gesell Institute of Human Development, New Haven, Ct., Concordia Parish Media Center, April 22-24, 1985. (Began process toward Qualified Examiner).

1985 A Developmental Placement Planning Conference, sponsored by the Gesell Institute of Human Development, New Haven, CT. Feb. 6-7, 1985, New Orleans, LA.

APPENDIX C

OPEN DOORS TESTING MEMORANDUM

Date: **Nov. 30, 1993**
To: Dr. Pamela Blome
From: Deborah Krichels
Re: Open Doors Testing
Tests: Form AA-US, pre-GED, Form BB-US, pre-GED, GED-US

NAME	WR, SK.	LIT	SOC.ST	SCI	MATH		TOTAL	DATE
S. Hammonds	31(8,4)	40	28	30	31	AA	32	1/28
D. Nance	40(15,5)	41	45	45	43	AA	42	2/5
	49(20,6)	44	41	42	43	BB	44	3/24
	47	44	49	42	45	GED	45	6/29
M. Leslie	51(21,7)	64	52	55	55	AA	55	2/4
	51(21,7)	66	61	58		BB		3/5
	50	57	60	60	52	GED	55	3/16
S. Montague	36(14,4)	40	37	42	28	AA	36	2/5
Y. Mayfield	41(16,5)					AA		2/3
	38(17,3)	40	37	35	32	BB	36	10/22
S. Crutcher	36(12.5)	43	38	41	33	AA	38	2/8
T. Hammonds	36(14,4)	44	42	46	39	AA	41	2/5
	43(14,6)	46	46	40	35	BB	42	8/16
	44	44	47	47	36	GED	43	11/29

NAME	WR. SK.	LIT	SOC.ST	SCI	MATH		TOTAL	DATE
L. Wallace	40(15,5)	49	53	47	44	AA	44	2/17
	47(19,6)	50	53	52	49	BB	48	3/24
	45	54	52	51	45	GED	49	5/5
B. Moore	30(8,3)	32	35	32	37	AA	35	2/17
V. Williams	20(3,2)				20	AA		2/23
C. Rice	42(17,5)	40	48	42	39	AA	42	3/1
	44(15,6)	48	40	37	39	BB	41	4/26
A. White	49(23,5)	55	48	44	33	AA	45	3/3
	47(19,6)	61	48	41	35	BB	46	5/6
	52	47	47	47	35	GED	45	6/4
A. Wied	30(6,5)	44	48	51	31	AA	40	3/3
	43(14,6)	51	43	42	40	BB	43	7/27
	42	54	47	46	40	GED	45	11/23
M. Humphrey	44(19,5)	46	46	45	37	AA	43	3/12
	40(13,5)	46	38	45	40	BB	44	5/24
	51	44	46	47	39	GED	45	10/6
T. Russell	24(4,4)	32	37	33	28	AA	30	3/14
S. Lim	29(8,3)	30	28	33	31	AA	30	3/1
	26(8,2)	31	23	20	39	BB	27	10/19
L. Timmons	35(13,4)	40	42	41	43	AA	40	3/22
	42(13,6)	46	45	41	42	BB	43	7/27

NAME	WR. SK.	LIT	SOC.ST	SCI	MATH		TOTAL	DATE
K. Logan	27(5,4)	36	44	35	37	AA	35	3/23
M. Morgan	31(11,3)	40	38	35	45	AA	37	3/29
W. Davis	22(4,3)	36	31	35	33	AA	31	3/30
	33(9,4)	33	23	34	39	BB	32	11/3
T. Campos	34(11,4)	46	37	45	43	AA	41	3/31
		40	41	45	42	BB		5/5
D. Smith	32(7/5)	34	38	36	37	AA	35	3/31
V. Drake	34(12,4)	37	42	30	37	AA	36	4/1
			20	34	43	BB		9/7
M. Crutcher	27(6,4)	36	28	35	20	AA	29	4/27
S. Jones	39(13,5)	36	38	30	20	AA	32	4/27
	41(14,5)	51	37	41	39	BB	41	9/09
E. Strickland	41(18,4)	48	46	50	37	AA	44	6/7
L. Campbell	44(19,5)	44	51	51	50	AA	48	6/7
	46(18,6)	51	48	47	52	BB	48	10/6
	51	55	53	45	41	GED	49	10/28
C. Mastin	30(7,4)	36	31	32	20	AA	29	6/29
K. King	24(5,3)	30	20	20	20	AA	22	7/14

NAME	WR. SK.	LIT	SOC.ST	SCI	MATH		TOTAL	DATE
T. Erskine	44(17,5)	50	42	39	43	AA	44	7/20
R. Norman	48(19,7)	44	53	44	37	AA	45	7/25
	51(21,7)	51	55	50	44	BB	50	9/20
	47	51	53	46	42	GED	47	10/6
D. Scott	44(19,5)	50	47	46	48	AA	47	8/4
	45(16,6)	48	43	48	48	BB	46	9/27
	44	50	51	48	42	GED	47	10/28
J. Little	38(14,5)	43	24	44	28	AA	35	8/12
D. Thomas	34(12,4)	46	40	38	28	AA	37	8/26
R.Sundholm	45(20,5)	48	46	48	41	AA	45	8/30
	46(15,7)	50	51	47	43	BB	47	
	49	50	46	47	38	GED	46	10/6
H. Vickers	45(21,5)	55	41	55	41	AA	47	8/30
	48(20,6)	54	48	42	45	BB	47	10/6
	44	53	41	46	36	GED	44	10/28
S. Bellemey	35(13,4)	40	44	41	20	AA	36	9/7
	38(12,5)	48	50	47	32	BB	43	11/8

NAME	WR. SK.	LIT	SOC.ST	SCI	MATH		TOTAL	DATE
J. Barrett	52(22,7)	53	53	59	47	AA	52	9/13
	50	47	52	56	42	GED	49	11/1
H. Moore	20(8,2)				20	AA		9/15
P. Lanier	38(14,5)	50	43	44	39	AA	42	9/13
	46(18,6)	53	47	43	42	BB	46	11/13
T. Ford	43(18,5)	48	48	50	43	AA	46	9/21
	46(18,6)	49	48	41	45	AA	45	10/14
	45	50	49	45	47	GED	47	10/28
D. Miller	44(19,5)	44	42	48	20	AA	39	11/8
	44(17,6)	49	41	47	43	BB	44	11/29

APPENDIX D

PARTICIPANT EVALUATIONS

PARTICIPANTS EVALUATIONS

I enjoy this program, and I wish it would stay open a little longer. I hope I can finish my G.E.D. and keep going with my life- for me and for my kids too. ***W. Davis***

I would like to take this time to thank you all for giving me the opportunity to get my G.E.D. and for your help to study very hard. Thank you very much. ***S. Bellemey***

This Program has been the best thing that has ever happened to me and my daughter. I started coming here on March 3rd and I was very comfortable with the teacher and tutors. Everyone made me feel welcomed and at home.

Deborah gets the majority of my thanks because she really helped me carry on to get my GED. Pamela also gets many thanks also. She pushed me further into what I wanted to do also, after my GED.

And I also wanted to say my Role Models helped alot also. She is a very special lady and deserves the best. ***M. Humphrey***

I would like to thank the Open Doors Program and Harris Family Foundation for their time and patience with us single mothers. And also for the encouragement they have given us. The Open Doors program has made me realize how important education and self esteem are to a person.

This program has opened many doors for me. I don't think that I would have found my way through. I feel good about myself knowing that I'm going to go on with my life. I feel more secure about myself and knowing that I'm going to have a future someday. Many have gone further than others. But just to know that they've put effort into finishing their education is truly enough to be commended for.

I wanted to thank Pam and Deborah for their cooperation with us girls which putting up with us girls was a job. They were always there if we needed support and understanding.

I also wanted to thank Sarah for watching over our children. I know it has meant alot to us mothers. Some didn't have other means of childcare, so therefore Sarah was a big help. Thanks Sarah and thanks again to everyone. ***D. Miller***

I would like to thank my parents for standing behind me 100% and the Open Doors Program for helping me to achieve my goal. Had it not been for my families' strong support and the Open Doors program helping me to realize how special and strong I really am, I don't think I would have gotten my GED. I would also like to thank Sarah for her hard work and courage that helped to shape our children into better people. For those who haven't gotten their GED's yet, keep up the good work, because I know that each and everyone of you can do it!! Good luck in the future and keep aiming high!!

J. Barrett

My name is LaTonya Timmons, I would like to say thanks to all of the volunteers and to Debra my teacher who has helped me out quite a bit. I have learned more about my math and science and I will continue to do my best.

L. Timmons

I would really like to thank everyone at Open Doors for everything they have done for me. When I came to open doors I was having alot of personal problems to deal with. I was confused, angry and hurt from the situation I was in. I knew what I wanted to do but didn't have the will to do it. Pam Blome was there for me. She always took time out to listen, she helped me put my problems in perspective and showed me how to deal with them one at a time. Debra also was there when we needed her. The point I'm trying to make is that now I've got my G.E.D. and started college and I have more patience with my kids. I owe it all to the Open Doors program, for helping me get my life back on track.

T. Ford

Open Doors has done alot for me. It has given me friends and an education. I thank everyone who has helped me at Open Doors: the tutors, Pamela and Deborah. I want to thank all my friends at the church for their support and kindness.

Although one door has closed, I know many are waiting to be opened. My only fear is I will not have Pamela and Deborah and the tutors to help me. I thank everyone for their time and patience.

A. Wied

I would like to take this time to thank the Open Doors program and I would personally like to thank Deborah & Pamela for helping me to have faith in myself and for going the extra miles and also being a friend. (I was one that was locked behind doors that seemed impossible to open). The harder I pulled the faster they slammed in my face, until one day I came to this doors. When I pulled, it came open. This time I had faith in myself and there was someone there that cared and would help me to be a success through this program I have come farther then I have ever been before. So to the students: "Don't look at where you are today or where you were yesterday, look at where you want to be and stand up and fight. Keep your head up, you will become what you want to be if you try because you are very special and you are somebody." (Smile)

P. Lanier

I like the school. I'm sorry it is closing. I didn't get my GED yet. When I first started Open Doors, I didn't study real hard because my mind was filled with too many other things. But I came back. I knew I couldn't read or spell, or do math. Deborah and the tutors helped me by working with me one on one, guiding me through so that I could experience some accomplishment. Other teachers just told me to do something, but I didn't because I didn't understand it. They didn't take the time to realize that. Pamela, you helped me to go ahead. You fussed at me all the time which showed me that you really cared about me. I'm sorry I didn't get my GED yet, but if it weren't for the people at Open Doors to help me, I wouldn't have gotten this far. I love all of you. I will miss you all and hope to see you again... I will go forward to get my GED if you don't open, I will go somewhere else to get it. I will keep in touch with you all and let you know when I get my GED. Ok, God will bless me in getting it. God loves us all. May God bless you all to open back up. Be happy, Open Doors. God will bless you all. Ok. My blessings will go with me. Pray bless, be happy and have faith. ***V. Williams***

Dear Pamela,
We would like to take this time out to thank you for all you have done to help us. We realize that you are going out on a limb for us and we do appreciate that. If it was not for you, we probably would not have got our problems taken care of. ***V. Drake***

Well I for one think that New Futures has the greatest G.E.D. class there is.

The reason why I say this is because I myself have been to two other G.E.D. classes. The first one I went to was really terrible, because instead of testing you on your academics on the first day, they give you a vocabulary test. The room itself is set up like a library with computers and everything, which was great, but the teachers spent no individual time with the students.

The second school I went to was even worse. They had no computers or typewriters, and everybody sat in one class in tables and chairs just like in school, and we had one teacher. Some of us were ahead and some of us were behind. I learned absolutely nothing at either school.

But at New Futures they have a G.E.D. class that is so great that everyone who needs a G.E.D. should join this one. They have great teachers there who spend as much time with you as you need, and great books that help you understand what you are trying to learn alot better.

So as you can see, New Futures is by far the best G.E.D. class I have ever been to and would recommend it to everybody.

R. Norman

Dear Open Doors Program,

I enjoyed coming here to the Open Doors Program. I started coming here on March 11th and I have accomplished a great deal of material since then. The first time I took my GED test, I passed my test but the test scores weren't high enough. My overall test score averages were 197 but I need 225 to pass.

So now I have been doing some studying and I'm about ready tó go back for the 2nd time. I have learned a great deal of material and also have learned from my mistakes, from June until now, I have been working in the Steck-Vaughn GED work books. I have been working and studying in Math, Literature and Writing essays. These are the four subjects that I'm going back and retest on. And I also have been doing alot of studying on Comprehension and Contexts to improve my reading comprehension.

The first time I took my GED test I noticed that I was very nervous and I couldn't concentrate but now, by this being my 2nd time and it's been 3 mos. I know now what my mistakes were then. And I'm no longer nervous and I'm concentrating better and I'm about to go back for test 2 and pass on Sept. 13.

M. Humphrey

APPENDIX E

NEWSPAPER ARTICLES

The Huntsville Times

Religion

Section B

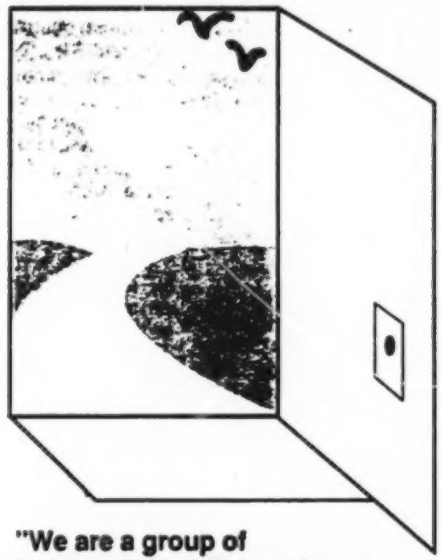
Editor: 532-4419

Saturday, May 22, 1993

Alan Warren/The Huntsville Times

Deborah Krichels, left, points out countries studied in the Open Doors program to students Angela and Veronica, right.

Open Doors



"We are a group of independent women, who are motivated to improve our education and to make changes in our lifestyle. We want to better ourselves so that we can be role models for our children so that they will have a good start in life."

Church opens doors to help Open Doors

By YVONNE WHITE
Times Religion Editor

Mary and Lydia are the first two graduates of the new Open Doors program.

Open Doors Director Dr. Pamela Naddaf-Blome hopes many more names will soon be added to the list for the program, which is designed to help homeless mothers of preschool children earn their general education diploma (GED).

Mary did so well on her GED test that she is receiving invitations from local colleges to apply for admission.

"We are very excited for Mary," said Mrs. Deborah Krichels, teacher of the Open Doors program. "She is very committed and did not miss any classes. Sometimes she was late getting here, but she always managed to come.

"She is highly motivated to use the analytic skills she had never used before and is now helping others. The program has really meant a lot to her and we are very proud of her accomplishments."

Open Doors is a program under the umbrella of New Futures, which is aimed at helping homeless mothers get off of welfare. Open Doors began Feb. 1 after New Futures received one of 36 grants awarded by the National Institute of Literacy out of 600 programs which applied.

New Futures is under the administration of the United Way of Madison County and managed by the Harris Family Foundation, a non-profit agency that provides emergency shelter for homeless youth.

The Open Doors classes are held Monday through Friday from noon until 3 p.m. at Hillsboro Heights Baptist Church on Drake Avenue. On June 1, the program hours will switch to 9 a.m. until noon.

Dr. Craig McMahon, pastor at Hillsboro Heights, is a volunteer with the program and is excited his church supports it.

"The program is going real well and we have a lot of folks in line to be admitted to it," he said. "It has been well-received at church and a good, positive thing for us. It feels good to be a part of this program and see the mothers doing so superb with

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Doors

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their studies."

The Rev. McMahon said his church recently decided to shut its day-care center because of too much government intervention and hassles. Although it was a difficult decision, he said it has made it possible for his church to concentrate on the Open Doors program now.

"One door closed for a ministry and another one opened," he said. "Open Doors became a way for us to redirect our energies."

Two more students are ready to take their GED and another pair is nearing the end of their studies, said Mrs. Krichels.

Needs volunteers

There are 18 students in the program, but Mrs. Naddaf-Blome hopes to have as many as 30 by October. However, with more students, the program desperately needs more volunteers and even a business or group that would be willing to donate $3,000 to $4,000 to provide a regular part-time teacher. An advanced math tutor or teacher is the most urgent need.

"We would really like to have 30 students by October, but we are limited because of the amount of volunteers we have right now," said Mrs. Naddaf-Blome. "We don't want to overload on students because the curriculum is very individualized and we would not be able to give as much one-on-one attention.

"It would really help if a business would donate the money because then we would be able to hire another regular teacher rather than depending so much on volunteers. By doing this, a business would be helping stop the cycle of people being on welfare and be investing in potential future employees."

The program also uses student interns, who Mrs. Naddaf-Blome says "will take a different attitude with them when they go into the field rather than just knowledge from a book."

Mrs. Krichels, who has a master's degree in human development, is working on another master's degree at the University of Alabama in Huntsville. She has worked in adult basic education for a number of years and was by far the most qualified person for the job, said Mrs. Naddaf-Blome.

Another person who teaches parenting skills each week to the young women is Dr. Zoe Davidson, an assistant professor in home economics and education at Alabama A&M University. It is funded by the Children's Trust Fund of Alabama.

There are several jobs for volunteers, from tutoring the women, to caring for the students' children, providing snacks or serving as a "role model" which is someone like a counselor or advisor to the young women.

Although she is the director of the program, Mrs. Naddaf-Blome often has to spend her time tending to the children when there aren't enough volunteers to do so, which puts her behind in her administrative work.

Hopes grant continues

The grant for the program is only for one year.

"We don't know what is going to happen when the grant ends, but we are hoping it will continue," said Mrs. Naddaf-Blome. "We'll just have to have faith that it will. We've signed up with the Volunteer Center and will even take people as young as 12 to work with the children this summer."

Anyone wishing to help the program should call 837-2856 or 539-3729.

Program offers hope for school dropouts

Director inspires students

EDITOR'S NOTE: Only the first names of the students in the Open Doors program are used to preserve their privacy.

By YVONNE WHITE
Times Religion Editor

Alan Warren/The Huntsville Times

Hillsboro Heights minister, Dr. Craig McMahon, and Dr. Pamela Naddaf-Blome visit children whose moms are in class.

Don't give Dr. Pamela Naddaf-Blome a sob story about dropping out of high school or being on welfare.

She's been there.

Mrs. Naddaf-Blome is the director of the Open Doors division of the New Futures program, which helps homeless mothers of pre-school children study for general education diplomas (GED).

Classes are held daily at Hillsboro Heights Baptist Church on Drake Avenue, which provides classrooms, eight volunteers to help tend to the children or to tutor the students, and snacks for students and teachers.

Mrs. Naddaf-Blome admits that she wasn't a candidate for "most likely to succeed" when she was in high school.

"I dropped out of high school in the tenth grade so I know it's tough," she said. "I was on welfare and you are treated like an object rather than a human being so when I say to our students, 'I know what you mean,' I really do."

Mrs. Naddaf-Blome, one of nine children, was raised on a farm in Missouri.

"I know what hard work is. I did everything from milking the cows to feeding the chickens," she said.

While she said her family wasn't poverty stricken, she wore many hand-me-downs and had to

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Director

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eat whatever the farm produced.

After dropping out of school, she said she became involved with "the wrong crowd" and was raped by a gang of 10 boys.

A year after leaving school, she went to work as a live-in nanny. Her employers encouraged her to return to school so she finally enrolled under special student status although she had never received her GED. She had completed one year of college before getting her GED, which she had to have when she applied for a job.

She got the GED, but not the job.

Mrs. Naddaf-Blome went on to earn a bachelor's degree in recreation from Webster University, where she also received a master's degree.

Fourteen years and "a lifetime later," she earned a doctoral degree, writing a self-help book for her dissertation, and graduated from Clayton University in 1987.

"I'm not the same person as I was growing up," she said. "When I look back at old photos, it's hard to believe it's me."

Her husband, who works for Acustar, was transferred to Huntsville last year and she joined him in November. Together the couple has five children ranging from age 20 to 8.

Grant opens doors

A grant exceeding $88,000 was approved for the Open Doors program by the National Institute for Literacy Project earlier this year.

The program not only goes the second mile in helping the students, but goes the third, fourth, fifth or even more miles to pick them up if they need transportation. Oakwood College provides a van to take the students and their children each day to and from the church.

"I could never have come here had it not been for the transportation and child care," said Angela, a 20-year-old with two children, ages 4 and 14 months. "I was in a GED program in Florida, but dropped out of it. This is a great program and one day I'm going to come back and help others.

"I'm not a racist, but I am surprised that the white people in this church and the program are so concerned about me and are doing what they are doing for us. I think more black people who are able to should get involved."

Angela, who dropped out of school in the ninth grade, will take her GED test Monday, which will last about seven hours.

"I'm not really scared because my teacher (Deborah Krichels) has given me confidence in myself that I am ready to take it," she said. "I also know if someone like Dr. Blome can do it, so can I. She has been a real inspiration to me."

Angela said she receives a welfare check each month, but would love to be able to get a job until she has completed her education. However, if she does go to work, her check and housing are cut off, and she would not be able to afford child care, rent, food and other necessities.

"I really don't like sitting around doing nothing, but if I get a job, then I'll lose my check and being able to stay in the projects fr she said. "This way, at least I get my education while I live fr

Wanda, age 30, has four dren. She learned about the gram through a friend and said would advise any young mo needing a GED to apply for program.

"I am very proud to be in program and grateful to the pe who take their time to do it," Wanda, who dropped out of sc in the 11th grade. "I just wan get my education and make a ter life for me and my childrer

Gives God credit

Mrs. Naddaf-Blome, a Cath is especially grateful to Hillsb Heights for its role in the progr

It is encouraging that the pr gram is in a church setting," said. "I believe that the reaso am here today is because of spirituality and God pulled through my ordeal. I believe ev one has a purpose for being l and we should use our experier to become a better person."

The Huntsville News
December 6, 1993

'Open Doors' program may be closed

Group helping homeless mothers seeks funds

By PAUL GATTIS
News Staff Writer

Open Doors gave homeless, single mothers a second chance. By providing the environment and opportunity to study and pass the GED exam, Open Doors helped a group of area women become a productive part of society.

Twelve women will graduate from the program tonight since it was conceived 10 months ago. Countless volunteers will also be honored for being the backbone of the program.

But as of right now, the "doors are closed" at Open Doors, said Program Coordinator Dr. Pamela J. Naddaf-Blome. After being funded for one year through a grant from the National Institute for Literacy, a second year has been turned down.

So while Naddaf-Blome, volunteers within the organization and other homeless, single women hope a miracle occurs and money appears, the program that specialized in second chances needs one itself to survive.

"It was a design-type experimental program to see if what we proposed would work," Naddaf-Blome said Sunday. "It showed it would work but they aren't funding that type of program anymore. What we are trying to do now is to match with different businesses and state money that might be available to keep the program going."

Open Doors was born last December and began classes in February. The classes were held at Hillsboro Heights Baptist Church. Naddaf-Blome was the only full-time employee. She had a part-time teacher and a secretary and Church Women United, who co-supported the program, financed a part-time child-care employee.

Volunteers filled out the staff.

Naddaf-Blome said the program was "well-received" and did its job well. She explained that the students displayed a sincere desire to better their lives by working to

(See Doors, Page A3)

Doors

(Continued from Page 1)

get their GED.

"Homeless not necessarily meaning they don't have any place at all," she said, "but they don't have a secure home of their own. Usually they couldn't get their GED for one of three reasons: they did not have transportation, they did not have child-care and, or, their skill level was so low they needed the individual attention.

"When they first came in, we gave them a pre-test to determine their skill level. We worked with them in whatever level they needed and whatever area they needed."

Without child-care, many women could not have attended the program no matter how much they may have wanted to. The children also benefited from the child-care.

"Our child-care was for two things," Naddaf-Blome said. "One was the temporary child-care and in the other, we tested the children to see where they were developmentally and then we worked with them so that they were able to go to a daycare center."

The curriculum focused on how best to help the students on a daily basis.

"We made it applicable to their lives," Naddaf-Blome said. "For instance, people don't realize how much they use math. So we got them interested in it as far as life skills — using their own budget to figure what is coming in each month and what is going out.

"We also took a lot of field trips to get them interested in history. We took a trip down to Montgomery and they saw the state Capitol for the first time. A lot of them, their lives have been so narrow."

Without new funds, however, the Class of '93 will be the only one Open Doors produced.

The Huntsville Times

Life

r: 532-4403 Monday, December 13, 1993 C7

Opening doors for women

Education program helps families find place in the community

By MAUREEN DROST
Times Staff Writer

For 22-year-old Mary Leslie, a divorced mother of two, a new program that helped her earn a GED "made me believe in myself," she says proudly.

She learned that life is about setting and achieving goals. Goals like leaving a severely troubled marriage and going to college as she raises her 5-year-old son, Cedrick, and her 1-month-old daughter, Keisha.

Tina Ford, a fellow graduate and single mother of three, now believes in the goal of becoming a paralegal and ultimately an attorney. "I've wanted to be one for a long time," she says. Her own problems in obtaining a divorce encourage her to become an attorney-advocate.

Open Doors is the name of the 10-month-old program, and it is a part of the New Futures agency whose aim is to help homeless and under-housed mothers and their children. In a ceremony complete with caps and gowns, 12 women just graduated from the program after they received training to pass their GED high school equivalency exams.

Considering the more than 100 women and children touched by the program, it was an impressive graduation. Besides the dozen GED graduates, 13 other young mothers who made "significant progress" were recognized. More than 75 youngsters received child care through Open Doors, and 45 children were screened for age-related developmental skills.

The program provides training in literacy skills, parenting classes, group counseling, crisis intervention, transportation and other services.

For the mothers, the program provided training in literacy skills, parenting classes, group counseling, crisis intervention, transportation and other services.

However, unless new funding can be found, the program is finished, says Coordinator Dr. Pamela J. Naddaf-Blome. Money for the first year came from a grant through the National Institute for Literacy. A second year's funding was rejected.

"I just hate to see the program ending," says Ms. Ford. "It needs to keep going."

To work toward that financial goal, she and other volunteers will be at both McRae's stores this Christmas season exchanging angels for cash donations. So far, at least $1,800 has been collected. The goal is $5,000. Nine Hunts-

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Glenn Boozer/Huntsville Times

Tina Ford and her children, Kimberly, center, and Tiffany, are enjoying a better life thanks to the Open Doors program.

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Doors

Continued from page C7

ville companies are also being asked for contributions. Already, PPG has contributed $500.

"I don't know where I'd be if I wasn't in the program," Ms. Ford says. "I stayed at Hope Place (an emergency shelter for abused women and their children), and they gave me the number."

The mother in her early 20s says she entered Open Doors with "so many problems," but Blome helped her work on those problems one at a time.

"I plan on making a better life for my kids," she says. "I want my girls to look up to me." Ms. Ford's children are Ashley, 5; Tiffany, 4; and Kimberly, 2.

Ms. Ford is especially indebted to Pam Cleere, the role model assigned to her. Unaware that she needed a sum of money to enter Calhoun Community College, she was dismayed to learn that news at registration.

A paralegal herself, Ms. Cleere "was just wonderful," she says. "Pam opened up her checkbook and wrote a check." Ms. Ford has since reimbursed her.

Ms. Leslie agrees that Open Doors was far more than a GED training program. Open Doors shaped "my everyday life," she says. "If I needed something, I knew I could call."

The program provided her transportation to and from classes and her children were brought to child care. She had help in finding an obstetrician, and at Thanksgiving she received food for the holiday.

Like Ms. Ford, Ms. Leslie had a role model and friend she could imitate. Amy McDonald, who was also pregnant at the same time as Miss Leslie, taught her that "having a baby doesn't have to be the end of the line."

With her first child, Ms. Leslie recalls, she "dropped out of society" for five years.

Glenn Baeske/Huntsville Times

Mary Leslie holds her baby Keisha and hopes that her future holds attending college.

At the graduation, speaker Dr. Helen McAlpine reinforced the lessons graduates learned through Open Doors.

"This is the first day of the rest of your life," she told the group firmly. "We know we have limitations. It's more important that we all have areas of strength."

Quoting from one of her favorite authors, Marian Wright Edelman, she gave the group assembled at Hillsboro Heights Baptist Church some bits of affirming advice.

- "Don't feel entitled to anything you don't sweat and struggle for."
- "Be reliable."
- "Take steps to create personal opportunities."
- "Set goals and work quietly and systematically for them."

Finally, she emphasized in symbolic terms, "push on the door. Don't assume it's closed."

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Moms

Continued from page C1

from the National Institute for Literacy Project, says Ms. Mabry, and Huntsville's application was one of 600. Only 36 grants were awarded.

New Futures is a three-year program which began in the fall of 1991 and whose mission is to help homeless and underhoused mothers and their pre-school youngsters free themselves from poverty.

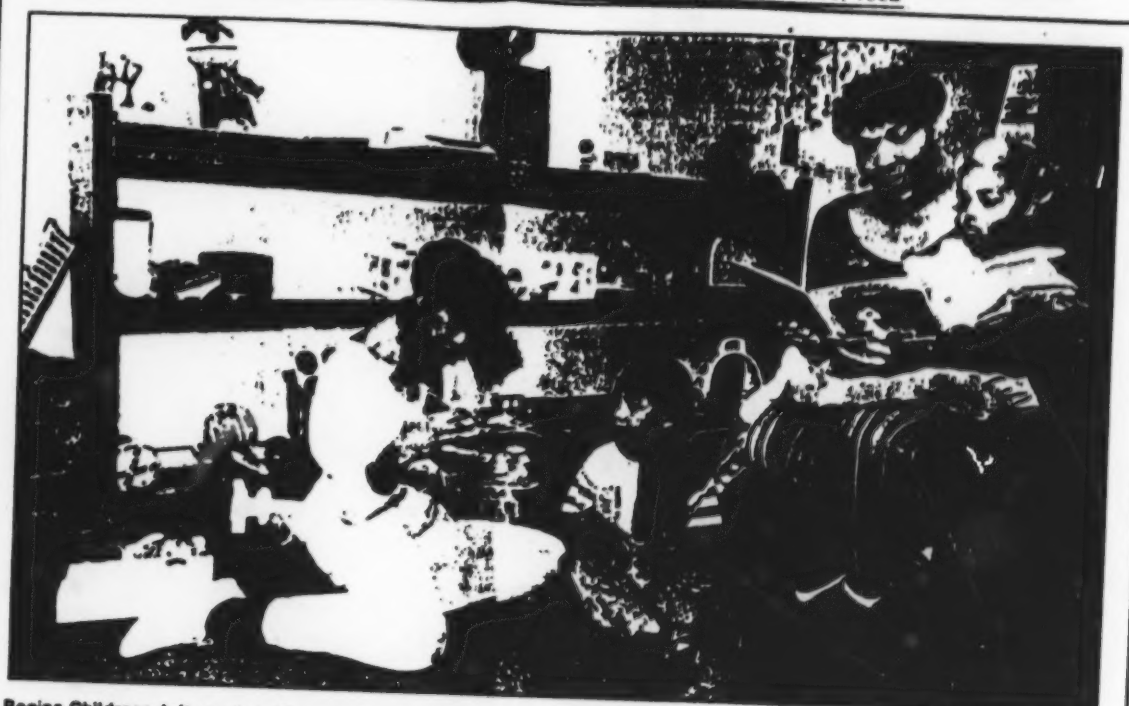
United Way of Madison County received $70,000 for the program's first year from The Better Homes Foundation and United Way of America's Step-Up Endowment.

A total grant amount of $289,000 will be shared with Portland, Ore., Yakima County, Wash., and the Bronx, N.Y. during the three years of the program. Local matching funds were contributed by 11 organizations including United Way of Madison County, the City of Huntsville Department of Community Development, the Huntsville/Madison County Day Care Association, the Huntsville Boeing Employees Good Neighbor Fund, the Salvation Army, L.I.F.T. (Living in Family Transition) Housing, the Community Action Agency of Madison and Limestone counties, the Madison County Commission, Ann's Nursery School and Kindergarten and the Interfaith Mission Service.

New Futures is administered by the United Way of Madison County and managed by the Harris Family Foundation. The foundation is a non-profit agency responsible for nine home-like cottages and a youth emergency shelter which serves children who would otherwise be homeless.

Some 125 homeless mothers and their pre-school youngsters are expected to be helped by New Futures during its first three years, says Ms. Mabry. To date, some 400 individuals have called about the program.

The Huntsville Times, Wednesday, December 30, 1992



Regina Childress, left, reads to Damelon Nance while his mother, Demetria, reads to Destinee.

Alan Warren/Huntsville Times

Moms get second chance

By MAUREEN DROST
Times Staff Writer

Because of an $88,303 grant for a new phase of the local New Futures program, some 30 homeless mothers will soon be on their way to earning their GEDs, says New Futures director Marilyn Mabry.

Through Open Doors, day care will be an integral part of the program. The day-care service will be provided during GED classes beginning in January on weekdays from noon to 3 p.m. at Hillsboro Heights Baptist Church.

A number of the mothers were pregnant as teen-agers, dropping out of high school because no one was available to babysit their infants.

On a recent weekday, Mrs. Mabry was giving two young mothers a glimpse of their future.

"I can tell both of you that you won't have to be on welfare anymore," she tells 19-year-old Regina Childress and 20-year-old Demetria Nance. She then reminds them that they were taking the first step by learning basic skills through the GED program.

Ms. Childress has a son and a daughter, 1-month-old Itonian and 4-year-old Candy. Ms. Nance has a 4-year-old son, Damelon, and a 14-month-old daughter, Destinee.

Both women want to be secretaries. Ms. Nance ultimately would like to live in Mobile with her father's relatives.

Meanwhile, a number of homeless mothers are also attending a parenting class at a local community center.

Each mother pursuing her GED will get a "study buddy," says Ms. Mabry, a mother who has already earned her GED.

"Some moms will need six months of classes," she says. "Others will need a year" of classes. To earn a certificate, an individual must pass seven hours of testing.

Ms. Mabry says she plans a formal graduation for those finishing their GEDs. Completing a GED is a significant accomplishment in starting a career, she says, because most high school dropouts can only get minimum-wage work.

After receiving the GED, attaining job skills is the next step, she says. "We want to get job skills that are second to none" through places like Calhoun Community College or Drake Technical School.

The GED classes are full for early next year. "As time goes on, maybe other moms" can participate, she says.

The one-year grant for Open Doors came

See MOMS, page C6

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Moms

Continued from page C1

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RegionalNews

Open Doors graduation

Hope Vickers gets emotional during a rendition of "Wind Beneath My Wings" at the Open Doors Family Literacy program GED graduation ceremony in Hillsboro Heights Baptist Church. The program graduated 12 single mothers but the Open Doors future is in doubt because its grant expired. (Staff Photos by Charlie Scott)

APPENDIX F

CONGRATULATORY LETTERS

Steve Hettinger, Mayor

City of Huntsville
P. O. Box 308
Huntsville, Alabama 35804
(205) 532-7304

December 6, 1993

CONGRATULATIONS!

I am pleased to have the opportunity to extend my sincere congratulations to those dedicated women who are graduating upon completion of the OPEN DOORS program. You are to be commended for your dedication and hard work as you strive to improve your life and the lives of your family. This important step will indeed OPEN DOORS!

I also congratulate the many men and women who have worked in this program, providing vital support and encouragement to OPEN DOOR participants. You have the gratitude of the community as you continue this worthwhile program.

You have my heartfelt best wishes for the future. Be proud of what you've accomplished and know that we are proud of you.

Sincerely,

Steve Hettinger

Steve Hettinger
Mayor

A Future on the Horizon
Huntsville

STATE OF ALABAMA
GOVERNOR'S OFFICE
MONTGOMERY 36130

JIM FOLSOM
GOVERNOR

November 22, 1993

OPEN DOORS
c/o Pamela J. Naddaf-Blome, Ph.D.
Harris Family Foundation Inc.
P.O. Box 11122
Huntsville, AL 35814-1122

Dear Graduates and Participants:

Marsha and I are pleased to send congratulations for the OPEN DOORS Graduation and Recognition Ceremony on December 6, 1993.

By participating in and completing this challenging program, you have demonstrated your diligence, determination and perseverance. Marsha and I are indeed proud of you for your efforts.

We would also like to convey our appreciation and praise to your friends and family members. Their support and encouragement in this endeavor has contributed greatly to the success of the program.

We wish you the best as you move on to other challenges. You have achieved a significant goal; we are confident that you are capable of achieving many more.

With warmest personal regards, I remain

Sincerely,

Jim Folsom
Governor

JF/ph

THE SECRETARY OF HEALTH AND HUMAN SERVICES
WASHINGTON, D.C. 20201

Dear Graduates:

Thank you for inviting me to participate in this very special occasion. I am sorry I am unable to be with you but I did want to congratulate each and every one of you on your achievements.

This graduation ceremony marks the beginning of an exciting path you have chosen. Obtaining your GED and increasing your literacy skills will unlock doors of opportunities that have previously been closed to you.

You and your children have been able to share some wonderful experiences together through Open Doors. I hope that these experiences will help strengthen your resolve to become economically self-sufficient.

I send you my very best wishes as you move forward and look for other opportunities to help you achieve your goals.

Sincerely,

Donna E. Shalala

UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

TO THE GRADUATES OF
OPEN DOORS
December 6, 1993

I would like to take this moment to offer my warmest and most sincere congratulations to the recent graduates of OPEN DOORS who have overcome many obstacles in order to be recognized today. I would also like to thank those who supported these courageous moms as they undertook what at times may have seemed a daunting task.

The Adult Literacy Report which was released earlier this fall states that 90 million Americans are functionally illiterate. Forty million of these Americans find many day to day tasks impossible or nearly impossible, while 50 million remain unaware that they lack the skills to compete in this increasingly technical and global marketplace.

These are discouraging statistics, but you, as graduates, have beat these odds. By engaging yourselves in the challenge of pursuing an education, you have provided yourselves with the tools to function well and compete in this society while assisting our nation. One by one, and your successes are remarkable examples, we can improve literacy.

In addition to helping yourselves, you are providing your children with the lesson that an education is a cornerstone to success in our society. By studying and engaging in child development instruction, you have prepared yourselves to assist your children in their studies so they, too, meet challenging standards. Your high aspirations and dedication will lead your children to expect more from themselves.

Once again, I commend you for your hard work, for taking the initiative to get an education and for learning about how to better equip your children as they prepare to face life's many challenges. Congratulations to the OPEN DOORS' graduates.

Dick Riley

Richard W. Riley

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202-0100

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.